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ABSTRACT

This resource guide is for elementary and secondary level educators who are interested in affective education and in formulating their own strategies for more meaningful learning experiences in their classrooms. The guide is based on the idea that affective learning is essential and that the best learning experiences are those in which the affective element is planned. The guide begins with a learning model showing the necessity of personal awareness and a positive self-image. An inventory allows the teacher to evaluate himself in terms of affective qualities, and a bibliography of nine books about the teacher's role is provided. A large section of the guide contains over 35 suggested classroom procedures for improving the affective climate, and approximately 40 classroom activities with stated objectives. These involve values clarification, development of creative thinking skills, and acceptance of others' opinions. A model for professional development planning suggests and describes over 50 activities including in-service evaluation. Twenty instruments for assessing affect are reproduced with permission to copy from the guide. They include student self-report inventories, teacher and administrator inventories, and general instruments for students, parents, and teachers. An annotated bibliography is included of 66 books about in-service training, method and techniques, and theories of affective learning. (AV)

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OKLAHOMA AFFECTIVE EDUCATION: A RESOURCE GUIDE

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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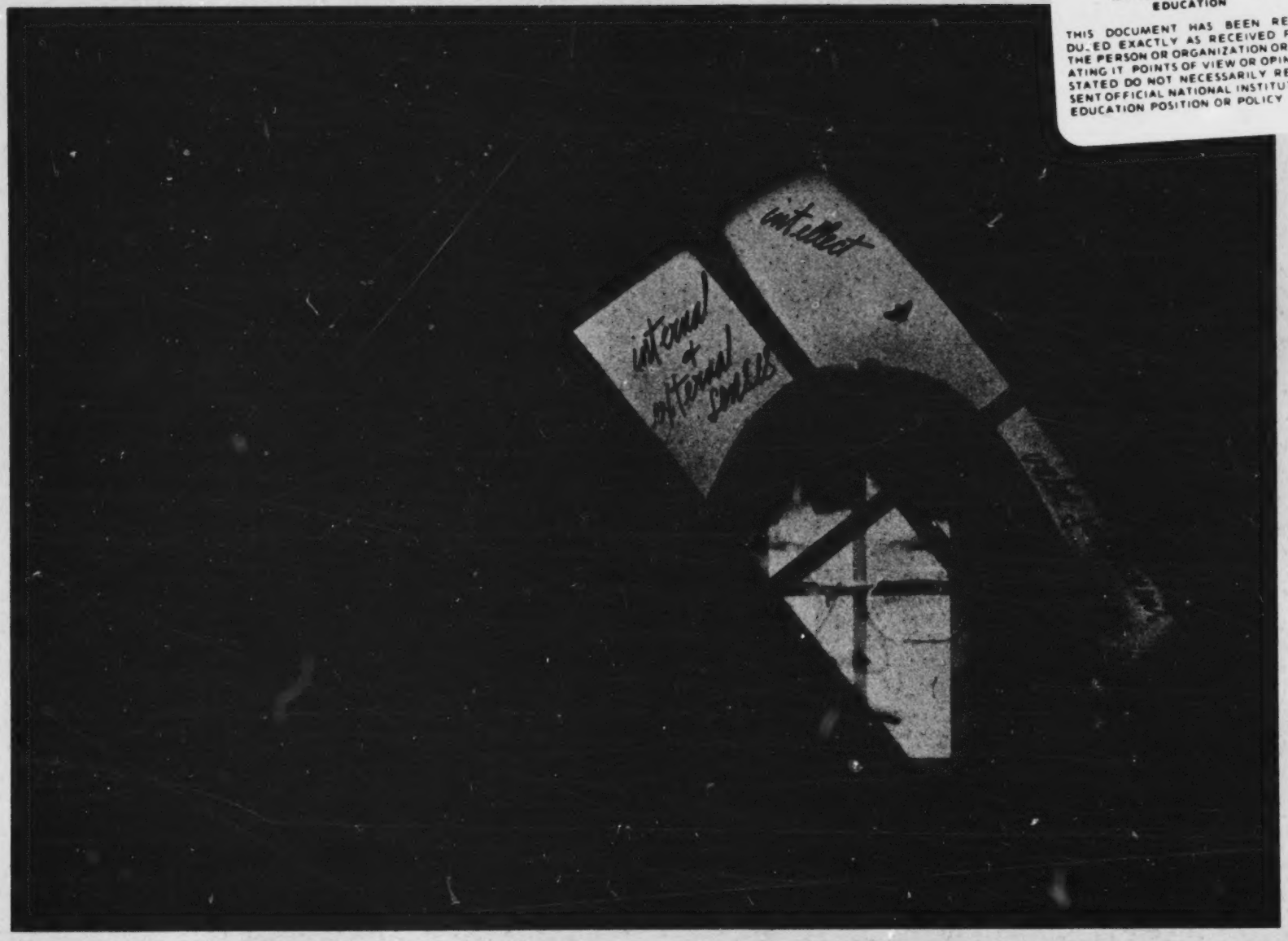

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PREFACE

"WE CAN MAKE IT WORK"

Wait a minute! Something isn't working! We know that what we're teaching is important. We know that English, math, science, and social studies classes present information vital to the personal and social development of our students. So why are so many of them dropping out? Why are we spending so much time dealing with discipline problems, truancy, apathy, hostility, and downright rebellion? Why are we forced to spend so much time judging, bullying, manipulating, and simply attempting to survive?

Something isn't working! Perhaps it's time to call a temporary truce and seriously consider what we already know about learning. We know that learning operates in three areas: the psychomotor, the cognitive, and the affective. The psychomotor involves the neuromuscular skills, ability, action, control, and coordination. The cognitive is concerned with the intellectual, thinking aspect of learning. The affective refers to the feeling or emotional aspect - how we feel about wanting to learn, how we feel as we learn, and how we feel after we have learned.

The division of the learning process into three areas, or domains, has been useful for description and analysis. Unfortunately, we have been tempted to view these three domains of learning as distinct and even mutually exclusive. Traditionally, educators have chosen to assume primary responsibility for cognitive learning, some responsibility for the psychomotor as it paralleled or supported cognitive activities, and little or no responsibility for the affective. The result has been a fragmentation of the learning process with a subsequent loss in all areas.

The primary purpose of education has been perceived as the passing on of data. We have been disposed to say that what you <u>think</u> about the data is important, but how you <u>feel</u> about the data is irrelevant. Facts are facts. Two times two is four, like it or lump it. The implicit assumption seems to have been that since the facts are important, the student would automatically recognize their value and relevance, develop a positive affect for them, and use them for his personal development.

We have been reluctant to deal directly with affect. There seems to be the implication of tampering with the student's personality, of invading his privacy, and of encouraging egocentricity, irresponsibility, and irrationality. Further, we are not psychologists trained to diagnose individual needs; and group situations where the primary content is the individual's personality is customarily called a therapy session, not a classroom activity.

But something isn't working. Is there a meaningful middle ground between intellectual dogmatism and personality therapy in the classroom? Can the educator in the public schools deal appropriately and effectively in the affective domain without compromising the cognitive? What are the specific goals for affective education?

Student needs as they relate to learning are not difficult to discover. The responses of students, parents, and professional educators to the state-wide needs assessment survey made for the purposes of accountability identified and prioritized responsibility for the student's development in the affective domain as follows: (1) a positive self-concept, (2) a feeling of self-esteem,(3) self-discipline and the ability to work on one's own, and (4) attitudes of respect for the worth and dignity of others.

We can do it. Working toward these goals is well within the competence of every classroom teacher. Further, the discussion of the relationship among the affective, cognitive, and the psychomotor presented under the heading, "Theoretical Framework" in this guide supports the idea that the three domains of learning are complementary and mutually supportive. Our question then is not, "Can we deal with the affective without compromising the cognitive," but rather, "Can we even deal with the cognitive if we compromise the affective?"

Can it be that whatever isn't working in our public schools is the result of an imbalance among the affective, the cognitive, and the psychomotor? If it is, then it is not only for the students who are dropping out, tuning out, and rebelling that the balance must be restored. Most of us would agree that all students are entitled to the best learning experiences we can provide - and the best learning experiences are those in which the affective element is <u>planned</u>.

But where do we start? The following pages are presented as a resource for educators interested in exploring the idea of affective education and in formulating their own strategies for fuller, more meaningful learning experiences in their classrooms.

This guide does not put it all together, but it does present a great many pieces:

- a learning model,
- over 35 suggested classroom procedures for improving the affective climate,
- about 40 classroom activities with stated objectives and clearly described procedures,
- a number of specific suggestions for integrating the affective in subject matter areas with a complete sample lesson plan,
- a list of suggested activities and readings for promoting your personal awareness and self-actualization,
- a complete model for planning professional development that suggests and describes over 50 activities,
- 20 complete, ready-to-use instruments for assessing affect,
- an extensive list of easily obtainable resource materials.

When we combine these pieces with our own resources, experience, and professional training, putting it all together will be no problem. And we can make it work. After all, learning and teaching are two of the the things we do best.

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CHAPTER I

THEORETICAL FRAMEWORK

A Basic Assumption

It is obvious from even a brief consideration of the three domains of learning that they do not operate in isolation. To feel, for example, we must have feelings about something. We have feelings about what we do or what is done to us (the psychomotor), about what we think or what we are asked to think about (the cognitive), and even about what we feel or what others feel (the affective).

I Know What I Like

If an event is pleasant, enjoyable, or rewarding, we develop positive attitudes toward it. If it is painful or unpleasant, we develop negative attitudes; and in the future, we tend to dislike, avoid, or reject whatever was associated with the event. If the event means little or nothing to us, it is neither positive nor negative and acquires neither an attractive nor an adversive quality.

The graph below illustrates the relationships among positive-negative and high-low affect. On the horizontal dimension we have Positive/Attraction at one end, Indifference in the middle, and Negative/Aversion at the opposite end. On the vertical dimension we have Central to Self or Meaningful at the top and Unimportant or Meaningless at the bottom.

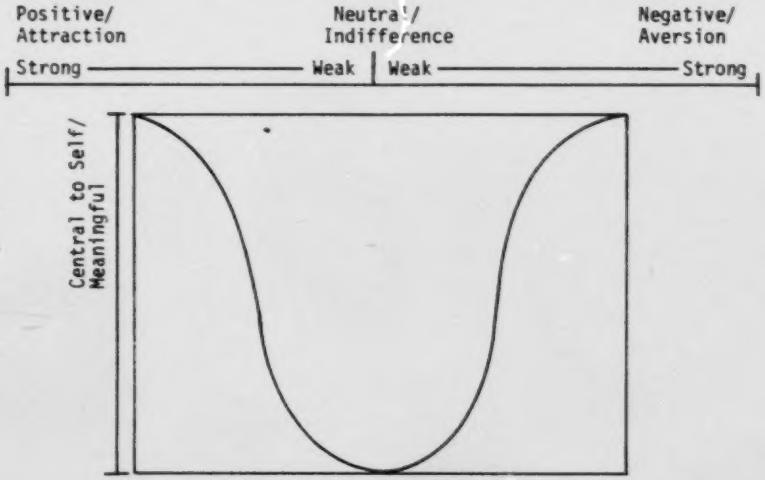


Figure 1. Two Dimensions of Experience, by Albert Wight, "Toward a Definition of Affect in Education," Occasional Paper, p. 3.

The relationship between the two dimensions is shown by a curved line representing experience. If an event has no meaning or importance for us, our reaction is likely to be one of indifference, neither positive nor negative, and little if any of the event will be recorded on our brain cells as experience. If an event is either positive or negative, it becomes meaningful. As something takes on meaning for us, our reaction moves up the vertical scale, following the curve to the left or to the right depending on whether the event is positive (pleasant, enjoyable, rewarding, exciting, challenging, etc.) or negative (unpleasant, punishing, threatening, anxiety-producing, etc). These meaningful events are recorded as experience.

Our experience, then, becomes more than a series of events. Experience as it is recorded on our brain's cells is the event as it related, or was meaningful, to us. We think and feel about what happens to us, each in our own special way. It is this thinking and feeling that is recorded as experience. This experience then becomes the basis for evaluating future events.

I Know What I Know

On the basis of our unique experience, we draw a great many conclusions about who we are (self-concept) and how we relate to other people, ideas, and things (our view of the world and how it operates). We tend to seek out situations which reinforce and validate our experience. If we cannot choose the new encounter, we tend to abstract, interpret, ignore, and reject parts of the new situation in an effort to achieve a consistency with what we already know, or more precisely, what we already feel to be true. The chart below illustrates this cycle of experience.

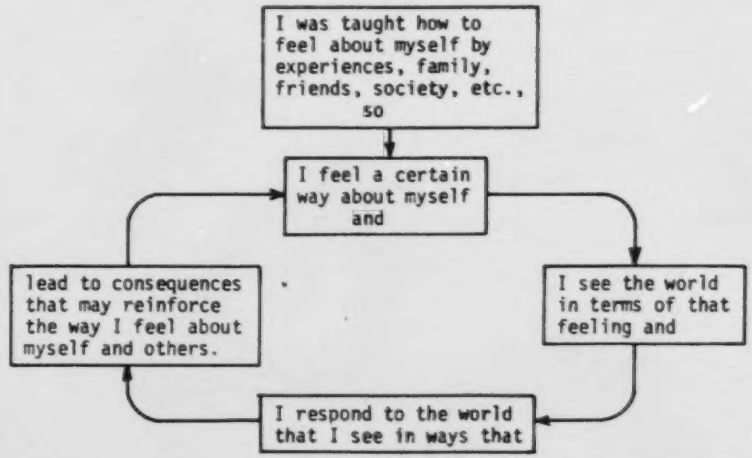

I was taught how to feel about myself by experiences, family, friends, society, etc., so
I feel a certain way about myself and
I see the world in terms of that feeling and
I respond to the world that I see in ways that
lead to consequences that may reinforce the way I feel about myself and others.

Figure 2. Gerald Weinstein and Mario D. Fantini (eds.),"Toward Humanistic Education: A Curriculum of Affect" (New York: Praeger Publishers for the Ford Foundation, 1970), p. 67.

The cycle is automatic and self-perpetuating. The challenge for educators is to introduce new experience that can alter "how I feel about myself" if that feeling is negative or reinforces failure and restricted behavior choices. If "how I feel about myself" is neutral or positive, we must introduce experience that supports and reinforces this self-concept. Above all, we must understand that "how I feel about myself" is the filter through which all experience must pass and that unless we devote our attention to improving and supporting positite self-concepts in our students, we are severely limiting our effectiveness as educators.

Through A Glass Darkly - Or Brightly

Since "how I feel about myself" determines what we perceive and subsequently what we are able to learn, the following objectives for affective education become more than remote ideals; they are virtually prerequisites to learning of any kind--cognitive, psychomotor, or affective.

1. To establish a climate conducive to personal growth and interpersonal interaction involving both student/student and student/teacher.
2. To provide experiences which will foster the growth of student's self-image and self-concept.
3. To heighten the student's awareness of himself and his relationship to his social and physical environment.
4. To give students skill training in active listening, creative thinking, and honest expression of thoughts and feelings.
5. To assist students in developing decision-making skills.

Let's state these objectives in another way. They tell the student, "You are worth my attention and the attention of others; you are someone important; you can deal effectively with others and the world you live in; you can understand others, figure things out, and say things worth listening to; and you can make important decisions." How would you be likely to participate in a group that made you feel that way?

The affective element in learning is always operative; students will always have feelings about what happens to them in the classroom, and these feelings will always determine to a great extent what they learn, or in other words, what they record as experience.

CHAPTER II

THE AFFECTIVE EDUCATOR

That's Just the Way I Am

Most successful educators already possess the personal qualities necessary to promote strong, positive affect. Why not begin this chapter by taking a few minutes to consider these qualities and to rate yourself?

PERSONAL GROWTH INVENTORY[1]

by John O'Brien, NASC Leadership Conference Staff Member, (1964-1968)

1. Self Understanding

0	1	2	3	4	5	6	7	8	9
I'm pretty vague									I know myself completely

2. Self Esteem - Am I a worthwhile person to me?

0	1	2	3	4	5	6	7	8	9
I don't think of myself as being a worthwnile person									I value myself highly

3. Self-Confidence - How sure of myself am I?

0	1	2	3	4	5	6	7	8	9
Not at all sure of myself									Generally very sure of myself

4. Giving Love - How warm a person am I?

0	1	2	3	4	5	6	7	8	9
I'm a cold fish									I'm unusually warm and affectionate

5. Accepting Love - How do I react when someone extends warmth to me?

0	1	2	3	4	5	6	7	8	9
I get uneasy									I value affection hignly

[1]John O'Brien, NASC Leadership Conference Staff Member, (1964-1968). Reprinted from Ohio Association of Student Councils' Student Council Compass (permission to reprint granted).

6. Openness - How honest am I with others about by own feelings?

0	1	2	3	4	5	6	7	8	9
I reveal very little									I reveal everything about myself

7. Tendency to Trust Others - How much do I believe in other people?

0	1	2	3	4	5	6	7	8	9
Not at all									Completely

8. Peace of Mind

0	1	2	3	4	5	6	7	8	9
I'm restless and dissatisfied									I'm at peace with myself and the world

9. Level of Aspiration - How much do I want to achieve?

0	1	2	3	4	5	6	7	8	9
Not a lot									A tremendous amount

10. Physical Energy

0	1	2	3	4	5	6	7	8	9
I tire easily									I always have pep and energy

11. Versatility - How flexible am I?

0	1	2	3	4	5	6	7	8	9
I can do only a few things well									I can do many things well

12. Inventiveness - How many new ideas do I get and support?

0	1	2	3	4	5	6	7	8	9
I like to keep things as they are									I want to change everything

13. Expressing Anger - What do I do when I get mad?

0	1	2	3	4	5	6	7	8	9
I express it openly									I bottle it up inside

14. Receiving Hostility

0	1	2	3	4	5	6	7	8	9
It paralyzes me									It stimulates me

15. Ability to Listen in an Alert and Understanding Way

0	1	2	3	4	5	6	7	8	9
Very little ability to listen								Great ability to listen	

16. Clarity in Expressing My Thoughts

0	1	2	3	4	5	6	7	8	9
I'm pretty vague								I'm unusually clear	

17. Reaction to Comments or Evaluations of What I Do

0	1	2	3	4	5	6	7	8	9
I ignore them								I take them seriously	

18. Tolerance of Differences in Others

0	1	2	3	4	5	6	7	8	9
Very low tolerance								Great ability to accept differences	

19. Interest in Learning

0	1	2	3	4	5	6	7	8	9
Not much								Very actively interested	

20. Independence

0	1	2	3	4	5	6	7	8	9
Very little								Very independent	

21. Vision of the Future

0	1	2	3	4	5	6	7	8	9
I think mainly of the present								I look to and plan for the future	

How'd You Do?

Remember, nobody's perfect--not even educators--so don't be too hard on yourself if you discovered some weakness you had not previously considered. The fact that you were able to recognize and admit them should be a strong indication that you can improve in these areas if you decide improvement is desirable. You will find several other instruments for assessing your effectiveness as an affective educator in the measurement and evaluation chapter of this guide.

Who Am I?

Questions like "Who am I?," "What am I doing here?," and "Who are all those other people?" were once thought appropriate only to Romantic poets and victims of amnesia. We have come to realize, however, that such questions are important to everyone in his development toward self actualization.

When we speak of a affective educator, we are speaking primarily of one who is well on his way to self-actualization. The following is a list of materials and activities that can help you toward your own self-actualization and toward your professional development as an affective educator. Choose the ones that seem most appropriate or most interesting to you. A word of caution: these may be habit forming. Most people have trouble doing just one.

When You're Alone

Study I'm OK; You're OK by Thomas A. Harris. This book gives a basic introduction to transactional analysis. For deeper reading in the same area, try Principles of Group Treatment by Eric Berne.

Read Born to Win by Muriel James and Dorothy Jongeward. The exercises after each chapter are particularly helpful for individual study.

Read Between Teacher and Child by Haim Ginott. You will probably want to practice with the children you teach the type of responses Ginott suggests.

Read Opening: A Primer for Self-Actualization by Bob Samples and Bob Wohlford. This book is well illustrated and reads easily and quickly while managing to give an excellent introduction to the subject.

Read When Teachers Face Themselves by Arthur T. Jersild. This book is designed to help the educator recognize and deal honestly with anxiety, loneliness, life meaning, sex, hostility, and compassion. The questionnaires included in the book may help you to analyze your own needs.

Read Learning Together: How to Foster Creativity, Self-Fulfillment, and Social Awareness in Today's Students and Teachers by Elizabeth Monroe Drews. Compare your teaching with the three types of teachers she describes.

Read Human Relations Development by George M. Gazda. This book is invaluable to those wishing to increase their own ability to respond with nonpossesive warmth, accurate empathy, and genuineness. Contains rating scales for self-evaluation and exercises.

If You Can Get a Group Together

Use any of the books or activities suggested above for individual development.

Use any of the activities listed in the student section of this guide. Good affective education exercises may be adapted to any age level by changing the situations or questions.

Use the book Reality Games: Games People Should Play by Saville Sax and Sandra Hollander for an ongoing system of staff development. No trained leader is necessary.

Join a consciousness-raising or self-awareness group at your church or other group in your community.

Choose one of the books from the resource list that meets the needs of your group. Many of the resources have sequenced activities and exercises designed to promote group growth.

And If You Really Want To Plan A Program

The many fine suggestions and activities described in "A Model for Professional Development Planning," Chapter 5 of this guide, are sure to help you succeed.

CHAPTER III

DEVELOPING A POSITIVE AFFECTIVE CLIMATE

I have come to a frightening conclusion.
I am the decisive element in the classroom.
It is my personal approach that creates the climate.
It is my daily mood that makes the weather.
As a teacher I possess tremendous power to make a child's life miserable or joyous.
I can humiliate or humor, hurt or heal.
In all situations it is my response that decides whether a crisis will be escalated or de-escalated, and a child humanized or dehumanized.

by Haim Ginott

Fair and Mild

The prevailing attitudes of a group toward itself, its individual members, and its tasks establish the affective environment or climate in which the group operates. The climate of the school or of the individual classroom is largely dependent on the leader.

How's The Climate Where You Are?

The following is an outline of indicators that will help you consider the affective climate in your school or classroom. When you really get down to the business of assessing the affective climate, you will find many useful instruments in the measurement and evaluation section of this guide.

INDICATORS OF THE QUALITY OF AFFECTIVE TEACHING

Indicator of a High Affective Climate

I. Provisions for Meeting Individual Needs
   - A. Assignments are varied and favorable expectations are exhibited for individuals.
   - B. Development of friendly, personalized pupil-teacher relations.
   - C. Rapport established for effective pupil-teacher conferences to meet a variety of needs.
   - D. Gives thoughtful feedback immediately to student responses.
   - E. Maintains classroom atmosphere that is conducive to learning and disruptions are handled promptly and with consistency in a dignified and positive manner.
   - F. Potential difficulties are prevented by foresight.
   - G. Maintains effective relationship with parents.
   - H. Positive regard for individual students.

II. Planning and Preparation
   - A. Daily plans built on success-oriented tasks - commends effort and gives praise.
   - B. Texts supplemented by teacher's and pupil's experiences.
   - C. Evidence of pupil-contribution in planning.
   - D. Planned, well-organized selection and preparation and readiness of a wide variety of materials.

III. Involvement of Pupils in a Variety of Learning Experiences
   - A. Provides a variety of appropriate learning opportunities based on individual needs of students.
   - B. Pupils given opportunities to plan and manage the affairs of classroom.
   - C. Encouragement of open and honest discussion.
   - D. Motivation by work being made interesting and important to pupils. Help given willingly.

IV. Physical Environment
   - A. Pupils and teacher maintain a learning environment that is attractive, colorful, and clean.
   - B. Efficient planning for handling of supplies.
   - C. Attentive to physical well-being of pupils, such as heating, lighting, etc.

Indicators of a Low Affective Climate

I. Provisions for Meeting Individual Needs
   - A. Assignments uniform for all.
   - B. Pupil-teacher relations are very formal.
   - C. Pupil-teacher conferences for disciplinary reasons only.
   - D. Responds carelessly or not at all.
   - E. Lack of order. Problems handled with inconsistency, leniency, and harshness.
   - F. Unable to foresee and resolve difficulties.
   - G. Lack of communication with parents.
   - H. Disregard for individuals.

II. Planning and Preparation
   - A. Unrelated day-by-day tasks. Does not commend pupils.
   - B. No variety. Uses texts only.
   - C. No contribution of pupils in planning.
   - D. Necessary materials lacking.

III. Involvement of Pupils in a Variety of Learning Experiences

A. One type of experience for all pupils.

B. Total direction from teacher.

C. Statement of students' opinions not encouraged.

D. Production by threats and criticisms only. Help given grudgingly.

IV. Physical Environment

A. Cluttered, unorganized, unkempt room.

B. No plans fro proper use of materials.

C. Inattentive to physical needs of pupils.

Everybody Complains About the Weather

Everybody complains about the weather, but you can do something about it in four important areas: self-concept, awareness and acceptance of others, values, and responsibility. (A note to administrators: Substitute "principal" for "teacher" and "teacher" for "student" as you read--you'll get two ideas for the price of one.)

Area I: Self-Concept

Many students arrive in a classroom with a background of experience that has caused them to have low opinions of their own self-worth. The teachers can provide many specific experiences for these students as well as building positive images by the way in which they respond to these students as people.

Reinforce positive behavior by using statements such as "I like the way ____did____today," rather than "Your group didn't do well."

Seek out strengths of each student. Share these strengths by putting up a "What I Do Best" bulletin board.

Listen for and respond to feelings, rather than content. "All the boys choose their friends to play ball. They never choose us." "You feel left out" or "You would like to be included" is a more valid response to feelings than, "That's not so" or "Why don't you go ask them to let you play?"

Grade papers with positive marks rather than negative. Mark number right rather than number wrong. Red pencil outstanding parts, rather than poor.

Give constructive criticism in a positive manner. Saying "Your handwriting was excellent on this paper. Next time let's work on spelling" is more apt to be heard than "You misspelled nine words."

Give realistic praise. Saying "Your erasing the board was a real help to me today" is more apt to be believed than "You are such an angel" when the child knows he really isn't an angel.

Help students to set realistic goals that will lead to success. Allowing the students to work only five problems on a math page will give the teacher an idea as to the child's ability to understand the problem, while at the same time providing a boost to the child who works slowly.

Provide students with choices such as "Which of these activities do you want to do to help you reach this goal" or "These things must be completed today (or by Friday). You may do them in the order you wish," or "Do you want to work alone? With a friend? In a group?"

Provide activities for individual students at which they can succeed. Constant failure or easy success in a textbook that is on grade level may lead to frustration and a lowered self-concept or to boredom while activities on a level appropriate to the students can lead to success, a positive self-image, or a needed challenge.

Refer to students by name. (Use name activities from student activities section.)

Area II: Awareness and Acceptance of Others

The way in which a classroom is managed can decide to a large extent whether or not the students will relate to each other with cooperation or competition, acceptance or rejection, warm regard or hostility. The following activities are designed to create a climate conducive to students becoming aware of and acceptance of others.

Allow students to be involved in making rules. Be fair and consistent in enforcement.

Encourage children to compete against themselves rather than each other. A student can feel good about doing better this time than he did before, while he may never achieve what the most talented are able to achieve.

Identify problems and provide time for students to work on problem solving. Ignoring a problem or handling it in an authoritarian manner is not conducive to student development.

Trust students to become involved in knowing what and how they learn by allowing them to check their own papers, to know when they need to leave the room to use the restroom, or go to the library, etc.

Be flexible enough in scheduling to allow for maximum use of learning opportunities. Cutting off a really interesting math session just as everyone is about to get the idea just because it's time for social studies, does not allow for maximum effectiveness of time usage.

Provide opportunities for discussions and other activities that provide for maximum interaction. (See student activities sections in this guide for specific ideas.)

Use disciplinary techniques that are fair, consistent, and related to the problem.

Area III: Values

Often a classroom is run according to the value structure of the teacher with her values being imposed upon the students. In the affective classroom, the values of all are recognized, discussed, and individuals are free to develop their own value system as a result.

Encourage development of ethnic pride by sharing of customs and traditions, regarding contributions of different ethnic groups to our culture, by recognizing ethnically related holidays.

Allow open discussion of different points of view, rather than imposing the teacher's or the majority's values upon another individual.

Show appreciation for the uniqueness of each individual by accepting students' responses on the part of all. By hearing others' views, students have the opportunity to deepen and/or broaden their own concepts without being put down for their original contribution.

Use the ideas presented in the student activities section for values level questions in the different subject areas. Try to make this a regular part of your approach to teaching any subject.

Use content that is relevant to students' own lives so that concepts can be tried, evaluated, and added to their repertoire of usable ideas.

Area IV: Responsibility

In the affective classroom, students are encouraged to accept responsibility for their own actions, learning, and behavior, as well as their role in the effectiveness of the class or group as a whole.

Allow students opportunities to assume responsibility for their own actions, such as when to leave the room. If it is necessary to limit the number of students in restrooms, library, or working in the hallway, such things as reversible stop and go signs, a pocket chart for names, or a sign-out sheet lets students take responsibility for this.

Allow students to share in responsibilities of classroom management. Students can learn to be responsible for care of equipment, cleanliness, orderliness, and room arrangement. This can involve specific tasks such as replenishing supplies, record-keeping, or accessible arrangement of materials.

Encourage students with problems to accept responsibility for their own involvement in those problems. Encouraging students to tell what they did to aggravate the problems, what they can do to alleviate them, and their feelings about what they would like to see others do can provide a situation for growth, rather than playing "blaming" games.

Allow students to plan their own time schedules within a block, such as a day or a week, holding them accountable for completing assignments by a deadline.

Allow students to plan individually or in small groups those activities they wish to complete to achieve a particular learning goal.

Encourage students to use tests as instruments for self-diagnosis to aid them in setting reasonable and accurate academic goals for themselves.

Allow students to accept responsibility for their own behavior in cafeteria, playground, assemblies, etc.

Trust students to make responsible decisions on a level they are capable of handling. Help them to view mistakes as learning experiences rather than as failures.

Have students keep a "Time Log" for a week. Design class activity to categorize the various ways time is used. Study can be extended by class discussion concerning values.

Provide close supervision for those students who need it in such a way that they can maintain their dignity and not feel put down.

CHAPTER IV

SUGGESTED CLASSROOM ACTIVITIES

You Haven't Tried Everything Until You've Tried These

The following is a collection of suggested classroom activities designed to put strong, positive affect to work for you and your students. Try the ones that seem most appropriate for your classroom or group. If you feel that changing an activity's content or procedures would make it work better for you, change it. If it works for you, it works.

The activities are organized below under the following titles:

I. Developing a Positive Self-Concept
II. Becoming Aware of and Developing Trust in Another Individual
III. Developing Trust within a Group
IV. Value Clarification Techniques
V. Developing Openness Toward Others' Opinions, Beliefs, and Values
VI. Developing Productive Means of Communication
VII. Developing Creative Thinking Skills
VIII. Developing the Ability To Consider Alternatives and Consequences
IX. Developing Ability To Make Sound Judgments and Evaluate Critically
X. Clarifying Values Through Subject Matter
XI. Integrating Affective Techniques: A Sample Lesson Plan

I. Developing A Positive Self-Concept

NAMES

Objective: To develop a positive self-concept; to develop awareness of others; to enable participants to become better acquainted.

Instructions: Among the most important aspects of the students' self-images are their feelings about their names. Try one or more of these activities to introduce students to each other.

1. Let students make name tags by writing adjectives before their first name. Let students share names in a circle.
2. Let individuals make name tags in shapes that are meaningful to them. Share the meaning of the tags in a total group.
3. Have students write their names in the form of acrostics (may be used on a name tag, or made large for display on a bulletin board). Example:
   J olly
   O bservant
   E nergetic
4. Write on a name tag one thing of which the individual is proud.
5. Have participants say their names the way:
   a. Mother says it when she's angry.
   b. The teacher says it when they make a mistake.
   c. The way their best friend says it.
   d. Someone says it who loves them.

PARTY FANTASY

Objective: To develop self-awareness and awareness of others.

Instructions: Pretend you are at a party. Pretend that you are the person you dislike the most. Act out the party situation with participants being the persons they most dislike.

Discuss:

1. How did it feel being that person?
2. How is that person like you?

BULLETIN BOARDS

Objective: To build a positive self-image.

Instructions: Use bulletin boards to build positive self-images by:

1. Displaying pictures of all students in classroom (allow students to take Polaroid pictures of each other).
2. Ask students to bring pictures of themselves at different stages of life (infant, beginning school, present) and mount on bulletin board. Have others guess names that go with each picture.
3. Make a talent board - students can display self-portraits, collages, or other art work showing what they can do best.

STRENGTH BOMBARDMENT

Objective: To develop trust and cohesiveness among group members. To foster a feeling of positive self-worth.

Part I. Instructions: For groups of 6-12. Each group member takes his turn in answering the following sequence questions. All group members relate to the first question before proceeding to the second question. Questions may be changed but should begin at a less threatening level.

1. Mini-Autobiography
2. The most influential person in my life. Why?
3. A time I felt good about something I did. Success Incident.
4. Turning point in my life.

Part II. Instructions: Each group member is given 8-12 small pieces of paper that have an adhesive backing. (One for each member.) One member of the group is designated to be bombarded by the other group members. Each participant writes a positive word or words about the designated person on the small piece of paper. This information is based on perceptions gained through sharing the preceding questions. Each participant then approaches the designated person, looks the person directly in the eyes, and shares what is written as he places the paper on the person's garment. The same procedure is followed until each participant in the small group has been bombarded by all other group members.

LEMONS

Objective: To enable students to recognize similarities and individual differences.

Instructions: Give each participant one lemon (other fruit or vegetable may be used). Ask students to study their lemons carefully, using touch, smell, and sight. Collect all lemons. Dump them in a pile in the middle of the floor and ask students to find their own lemons.

Discuss: Did you find your own lemon? Did you not get yours back? How did you know? Were you sure about the lemon you claimed? How did you feel when you found yours? How did you feel if someone else took yours?

SELF-CONCEPT THROUGH ART ACTIVITIES

Objective: To become more aware of oneself and others.

Instructions: Choose one of the following activities. Add some of your own to the list.

1. Each participant places a small dot on a sheet of paper to represent birth. Without lifting the pencil, participants are to portray a series of critical incidents which they feel represent their lives. Discuss meaning of pictures in groups of two or three.
2. Using drawing materials, paints, or collage, participants are to create advertisements for themselves.
3. Participants are to create coat-of-arms for themselves.
4. Create a collage that answers the question "Who Am I?" or "Who Are We?" if the participants work as a group.
5. Participants portray meaningful experiences from their lives in four section comic strips.
6. During a series of group experiences, participants may draw their feelings about their relationships to the group at the end of each experience. (Use one large paper marked into rectangles for each experience.)

7. Two persons work together on a collaborative drawing with no verbal communication.

WHAT AM I LIKE?

Objective: To develop self-awareness.

Instructions: After each of the following statements, place a check mark in the column that tells if the statement is a lot like you, a little like you, or not at all like you.

I am a person who:	A lot like me	A little like me	Not at all like me
1. Likes myself			
2. Is afraid of being hurt by others			
3. People can trust			
4. Usually says the right thing			
5. Feels bad about myself			
6. Is fearful of the future			
7. Dependent on others for ideas			
8. Wastes time			
9. Uses my talents			
10. Knows my feelings			
11. Doesn't understand myself			
12. Feels hemmed in			
13. Uses time well			
14. Can't hold a job			
15. Trusts myself			
16. Enjoys people			
17. Doesn't enjoy being the sex I am			
18. Is discouraged about life			
19. Doesn't like to be around people			
20. Has not developed my talents			
21. Often does the wrong thing			
22. People like to be around			
23. Is competent on the job			
24. People avoid			
25. Is disinterested in community problems			
26. Enjoys work			
27. Enjoys nature			
28. Can control myself			
29. Has troubling controlling myself			
30. Doesn't like myself			

II. Becoming Aware of and Developing Trust in Another Individual

INTERVIEWING

Objective: To help participants to become better acquainted.

Instructions: Ask participants to pair off. Each person will have a turn being the interviewer and the interviewee. The interviewer pretends to conduct an interview for a job and asks appropriate questions. After a specified time, the participants trade places.

WHO ARE YOU?

Objective: To help persons become acquainted with each other; to become aware of another person as a unique individual.

Instructions: Participants are to pair off with someone they do not know. Couples sit back to back. Participants take a brief time to describe themselves. Partners then sit with eyes closed and try to visualize each other. After one minute, partners turn and face each other. They are told to sit face to face and look at each other and find a way to say hello without speaking.

NAME TAGS

Objective: To help persons become acquainted with each other.

Instructions: Furnish materials and ask participants to make name tags. Tags may be made on full sheets of paper and include the completion to such statements as "My favorite____is_____," "I most enjoy_____," "My best school subject is_____," etc. Participants are then put in small groups to share the information on the tags.

III. Developing Trust Within a Group

GROUP DISCUSSION

Objective: To develop trust and cohesiveness within a group.

Instructions: Group discussions can be valuable if conducted according to specific guidelines, but often they turn into lectures, arguments, advice-giving sessions, or opportunities for sermonizing on the part of one or more participants. Group discussions are to express ideas and feelings, but not to decide upon the "rightness" of a particular idea.

Group discussion can be facilitated by:

1. Having a purpose. The leader should keep the group from wandering by guiding topics back to the original purpose of the discussion.
2. Being sensitive to the feelings of the individuals involved. Help students to clarify their responses by recognizing similarities and differences. Accept all student responses. Many persons are reluctant to share in a group because of previous experiences in which their views were ridiculed or ignored.
3. Encouraging, but not forcing, participation from all.
4. Using techniques to help students really hear what the other person is saying:
   (a) Waiting ten seconds before responding to any statement made in the discussion.
   (b) Requiring each participant to paraphrase the response of the person preceding him before adding his own remarks.
5. Discussion causes of negative behavior and the feelings it arouses whenever this type of behavior appears in a group.
6. Establishing house rules about keeping discussions within the group and not repeating them outside the group.

VOLUNTEERING

Objective: To aid in perceiving the relationship between behavior and experience, with particular reference to the willingness to engage in behavior involving a minor risk.

Instructions: This exercise may be used effectively in groups of ten or larger, including very large groups in an auditorium.

1. Announce: We are going to do an experimental demonstration before the group, for which we need five volunteers.
2. Wait, allowing silence and tension to mount. Urge, if necessary.
3. When five hands have been raised, state: We have just completed the exercise.
4. Discuss thoughts and feelings of those who did not volunteer. Do this first in groups of two, then list on the board reasons for volunteering and not volunteering. Discuss whether the negative reasons are valid.
5. Conclude with suggestions of situations that may arise in the next few days that involve risk.

CONSENSUS EXERCISE

Objective: To provide experience in reaching a consensus in a group.

Instructions: Each participant is given a list of needs (see sample), to rank in order of importance. After needs have been ranked by individuals, the group is to rank the needs in order by reaching a consensus on each one. Rules for reaching a consensus are:

1. Approach the task on basis of logic, not argument of individual positions.
2. Support only solutions with which you can agree in some way. Do not agree just to avoid conflict.
3. Conflict-reducing techniques such as majority vote, averaging, or trading are to be avoided.
4. View differences of opinion as helpful, not as hindrances.

LOST ON THE MOON (Sample Consensus Exercise)

You are in a space crew originally scheduled to rendezvous with a mother ship on the lighted surface of the moon. Mechanical difficulties, however, have forced your ship to crash-land at a spot some 200 miles from the rendezvous point. The rough landing damaged much of the equipment aboard. Since survival depends on reaching the mother ship, the most critical items available must be chosen for the 200 mile trip. Listed on the next page are the 15 items left intact after landing. Your task is to rank them in terms of their importance to your crew in its attempt to reach the rendezvous point. Place number 1 by the most important item, number 2 by the second most important, and so on through number 15, the least important.

Individual Rank	Group Rank	
_____	_____	Box of matches
_____	_____	Food concentrate
_____	_____	50 feet of nylon rope
_____	_____	Parachute silk
_____	_____	Portable heating unit
_____	_____	Two .45 calibre pistols
_____	_____	One case dehydrated milk
_____	_____	Two 100-pound tanks of oxygen
_____	_____	Stellar-map (of the moon's constellations)
_____	_____	Life raft
_____	_____	Magnetic compass
_____	_____	5 gallons of water
_____	_____	Signal flares
_____	_____	First aid kit containing injection needles
_____	_____	Solar powered FM receiver transmitter

LOST ON THE MOON SCORING KEY

Listed below are the correct rankings for the Lost on the Moon items, along with reasons for the rankings provided by NASA space survival unit.

(15)	Box of matches	Little or no use on moon
(4)	Food concentrate	Supply daily food required
(6)	50 feet of nylon rope	Useful in tying injured, help in climbing
(8)	Parachute silk	Shelter against sun's rays
(13)	Portable heati unit	Useful only if on dark side
(11)	Two .45 calibre pistols	Could make self-propulsion devices
(12)	One case dehydrated milk	Food, mixed with water for drinking
(1)	Two 100-pound tanks of oxygen	Fills respiration requirement
(3)	Stellar map of the moon's constellations	One of the principal means of finding directions
(9)	Life raft	CO bottles for self-propulsion across chasm, etc.
(14)	Magnetic Compass	Probably no magnetized poles, so useless
(2)	5 gallons of water	Replenish loss by sweating
(10)	Signal flares	Distress call within line of sight
(7)	First aid kit containing injection needles	Oral pills or injection medicine valuable
(5)	Solar-powered FM receiver transmitter	Distress signal transmitter, communication with mother ship

TINKER TOYS

Objective: To reveal individual styles of behavior and some group dynamics such as leadership, competition, and decision-making.

Instructions: Seat groups of 10 to 12 around a table with a box of tinker toys on the table. Ask each group to work together to create a symbol of the members' expectations for the workshop or situation in which they find themselves. Allow about 40 minutes. When all groups have finished, ask each to give an interpretation of its symbol.

Analyze experience by discussing the following questions:

1. Whose ideas got carried out?
2. What ideas were not carried out and why?

3. What leadership behaviors did you notice?
4. How were decisions made?
5. Did anyone feel left out?
6. How did you feel if someone did not listen, or if your idea was not accepted?

JIGSAW PUZZLES

Objective: To identify areas of cooperation, discord, isolation, domination among participants. To enable participants to see the value of cooperation.

Instructions: Mix the pieces from three to five jigsaw puzzles (use simple puzzles that can be rather easily worked). Put the mixed puzzle pieces into small paper bags, approximately one for each participant (one or two participants may be left without a bag, but there must be no bags left over). Instruct participants to dump out the contents of their bags on the desks or tables at the same time. Give no other instructions. After a few futile attempts at working their own pieces, participants will discover that they will have to pool pieces in order to work a puzzle.

After all puzzles are worked, discuss:

1. Who took the leadership in beginning to share pieces?
2. Were there any individuals who refused to share? What happened?
3. How did you feel if you did not get a bag?
4. Did anyone share with those who did not get a bag?
5. Were a few individuals trying to dominate the group and tell everyone else what to do?
6. How did you feel when you had to give some of your puzzle pieces to someone else?
7. Which puzzle was completed first? Why do you think that happened?
8. Were any puzzles not completed? Why?

AIRPLANE CONTEST

Objective: To identify roles played by different members in a group.

Instructions: Each group will have 15 minutes to construct a paper airplane. Groups must use the paper provided, but may add any other materials they wish. Planes will be judged for:

1. Air worthiness - which plane stayed in the air the longest?
2. Accuracy - which plane could accurately hit a target from ten feet away?

3. Design - which plane had the most original design?

Each group should have an observer. The observer will choose one person within that group to watch during the construction of the plane. Roles played by the group members will be discussed at the conclusion of the contest. Some possible categories into which group members may fall are:

1. The follower
2. The mediator
3. The coordinator
4. The traveler
5. The boss
6. The do nothing
7. The dart thrower
8. The soap box orator
9. The clique (two or more members who shut the others out)

IV: Value Clarification Techniques

Objective: To provide a simple and very rapid means by which every student in the class can make a public affirmation on a variety of values issues. The techniques develop realization that others often see issues quite differently than we ourselves do and legitimizes that important fact.

To give the student center stage in the classroom and the opportunity to publicly affirm and explain his stand on various values issues. Later on, inevitably, the student goes over his answers in his mind and thoughtfully considers what he has said publicly.

THE VOTING TECHNIQUE is a nonverbal approach to exchange information and opinions between teacher and student as well as student and student. This technique involves a series of hand signals: Raise the hand to answer "yes," swing it around to indicate an emphatic "yes," "thumbs down" to answer "no," "grind it in" (by a circular movement) if it is an emphatic "no." Each participant also has an option to "pass." This is indicated by folding the arms.

A series of "how many of you" questions are asked in rapid succession --allowing just enough time for hand signals. The leader also participates, although he or she is last to do so.

As an example:

I will ask you a series of questions - please answer with the hand signal corresponding to the answer you wish to give.

1. How many of you like to spend your leisure time in sports activities?
2. How many of you feel that continued education enhances your daily life?

3. How many of you feel that you are living within your means?
4. How many of you feel that you have at least one meal together with every member of your family present?
5. How many of you feel that you are involved in some community activity?

This technique will give the leader an idea of the feeling of the group regarding the questions asked.

THE RANK ORDER TECHNIQUE is a verbal technique involving a controlled number of alternative choices. In a given situation would you most likely--1..., 2..., 3... Put your choices in order of preference.

Example:

1. In my spare time, I am most likely to:
   a. Watch T.V. b. Read a book c. Do something for someone else
2. If I saw my best friend cheating in class, I would most likely:
   a. Report it to the teacher b. Pretend I didn't see it
   c. Talk to my friend about it later

THE COMPLETION SENTENCE TECHNIQUE is one familiar to many. The purpose of the approach is to present many alternative opinions or solutions. Each student is given the same sentence to complete according to the way he or she feels about the topic.

Example:

1. If I found $100.00, I would .....
2. My favorite "family activity" is .....
3. When I am blamed for something I didn't do, I usually .....
4. When confronted with a problem, my approach is usually to .....
5. My favorite school activity is ..... because .....

THE CONTINUUM TECHNIQUE'S purpose is to present a visual evaluation or survey of a pertinent question or situation. Draw a horizontal line on the board or on the floor with masking tape. Label the extreme ends of the line so as to represent a polarity of opinion or feeling. Design questions to which students may respond by marking or standing on the continuum. Each participant should be given the opportunity to share the reason for his or her placement. Discussion may follow. Honor the option to "pass."

Example:

1. What % of the time am I happy?

   0% _____ 100%

2. How do I usually feel about life?

   Sad-Sack Sam _____ Exhilarated Ed

3. How willing am I to share things in the classroom?

   Hoarding Helen _____ Handout Hannah

THE PROUD WHIP TECHNIQUE is an opportunity for the participants to share those things that have happened to them which have aided in developing a more positive self-concept. No place is given in our society for bragging on ourselves. The proud whip is the time for doing just this. Each participant begins by saying, "I am proud that I..." Again, as in every technique, the participant has the right to "pass."

V. Developing Openness Towards Other's Opinions, Beliefs, and Values

WHO'S HERE?

Objective: To help members of group become acquainted with each other and identify those whose views are similar and those whose views are different from one's own.

Instructions: 1. Before beginning the exercise, select four words or posters that relate to the needs of that particular group. (Such as four different kinds of music, four different feelings about being involved in the present situation, posters expressing four different feelings about life.)

2. Hang one word or one poster in each ocrner of the room. More than one set of words can be used in which case they are hung on top of each other so that only one set is visible at a time. To begin with all are covered with blank sheets.
3. Explain exercise to the group:
   a. We are naturally curious about one another.
   b. Superficial characteristics such as sex, age, and appearance are apparent, but more important in our being able to work together are our views on important issues, our attitudes, and our feelings.
   c. We will try to identify those who share our views as well as those who think differently.
   d. Here are four terms by which we might describe ourselves. After looking at these, go to the corner where the word is that you would use in describing yourself. (Uncover first set of terms.)
4. Repeat as often as desired using other terms.

WHAT IS VALUE JUDGMENT?

Objective: To identify value judgments as opposed to facts, to provide practice in distinguishing between value judgments and facts.

Instructions: Give each student a copy of the following. Complete alone first, then discuss in the group.

Situation #1. When you go into an ice cream shop, how do you decide which flavor you will have? Will your choice be the most delicious flavor? Will everyone agree that you chose the best flavor? Why or why not?

Situation #2. What is your favorite food? Why? Do you think everyone in the world would like it as much as you do? Why not?

Situation #3. What do you like to do in your leisure time? Why do you think another person might NOT choose the same thing?

Situation #4. When you choose a piece of clothing in a store, you might choose one piece over another for many reasons. What might they be? What does your choice depend upon?

Situation #5. If your friend buys a painting because he thinks it is beautiful, and you think it is terrible, who is right? You? He? Neither? Why?

All of the situations described above are what can be called value judgments. Now write your idea of what a "value judgment" is.

_____

_____

Is a "value judgment" the same thing as a "fact?" Why or why not?

_____

_____

What things in a person's life mold what he values or likes?

_____

_____

FACT OR OPINION?

Give each student a copy. Complete alone, then discuss in a group.

In the following, place an "F" before a statement of fact, an "O" before an opinion.

_____1. My sister Mary is the best cook in this city.

_____2. My sister Mary has been cooking since she was ten years old.

_____3. The earth is a sphere and round.

_____4. The earth is so dirty and polluted that it is no longer a fit place for man to live.

_____5. Urban renewal costs too much money.

_____6. Urban renewal is a very worthwhile project.

_____7. Urban renewal is a federal project designed to rebuild the decaying "inner city."

_____8. Oklahoma should try to attract new industry by permitting them to pay little or no taxes.

_____9. New industry should pay its fair share of the tax load the same as any other business in the state because it, too, uses land, roads, and resources.

____10. A former Oklahoma governor tried to attract some new industries by offering them a lower tax rate.

____11. All protestors should be arrested.

____12. Peaceful protestors should never be arrested.

____13. Protest sometimes brings about a change.

____14. Rich people always oppose a change that will help the average man.

____15. Poor people are lazy and never work hard.

____16. Change is usually opposed by some groups and supported by other groups.

____17. That building is very interesting and attractive.

____18. That building is very ugly.

____19. The judgment as to what is beautiful may vary from person to person.

____20. Oklahomans are the finest people in the United States.

____21. There are some famous people who come from Oklahoma.

____22. Students should be permitted to wear any reasonable form of dress to school.

____23. Students are happier when all wear the same uniform to avoid status seeking.

____24. Parents that always listen to their children are wise.

____25. Parents have the right to expect prompt obedience from their children without conversation.

Use these questions for group discussion:

Which was true of you:

_____a. Were you tempted to place an "F" for fact in front of opinion statements with which you strongly agreed? OR

_____b. Did you feel no difference when you read opinion statements with which you agreed and disagreed?

How would you explain your reactions?

_____

_____

What do these questions have to do with the way a historian might write history? Should they be alert to what is fact and what is opinion?

_____

_____

Is it important for you to be able to see the difference between opinion statements and facts as you study history? Why or why not?

_____

_____

VI. Developing Productive Means of Communication

LISTENING TRIADS

Objective: Learning to listen with comprehension rather than just hearing words.

Instructions: 1. Form triads (groups of three).

2. Name members of triads A, B, and C.
3. Give a list of discussion topics for each triad.
4. A begins as speaker, B is listener, C is referee. A chooses topic of choice from list and is allowed 7 minutes to speak on this topic. B may respond, but before making any response must be able to summarize previous statements made by A. If summary is incorrect, the speaker or the referee may interrupt to clear up the misunderstanding.
5. At the end of 7 minutes, participants change roles and the new speaker chooses a new topic from the list.
6. At the end of 7 minutes, roles are again changed so that each participant has a chance to be in each role.

Questions for discussion should be varied as to age and interest level of group. Questions should be controversial enough to stimulate interest.

After each person has had a turn these questions should be discussed by the total group.

1. Did you have difficulty listening to others? Why?
2. Did you have difficulty formulating your thoughts and listening at the same time?
3. Were others able to paraphrase your thoughts in a shorter, more concise way?
4. Were you able to get across what you wanted to say?
5. Did the manner of presentation of theirs affect your listening ability?

FILMS

Objective: To use a film as a tool for talking about a particular problem or specific feelings.

Instructions: 1. Choose a film that fits the needs of your particular group.

2. Preview the film and list questions that might be used for discussion.
3. Give students specific things to look for in the film before it is shown.
   a. Make comparisons of good and bad features of an activity, of likenesses, and differences.
   b. Use a retrieval chart as a means of reviewing information gathered during film, such as:

Various Feelings	Causes	Effects	Relate to Experience in Own Life

4. Vary film showings by:
   a. Showing first time without sound. Watch for specific information or feelings.
   b. Show first time without sound and have students write narrative.
   c. Show old or out-of-date film to watch for change. Discuss how same topic might be treated today.
   d. Stop film at strategic points for discussion, or for hypothesizing about possible problems or solutions.

I FEEL

Objective: To aid participants in identifying feelings; to aid in understanding feelings; to discover that others have similar feelings.

Instructions: Individuals may answer the questions in writing, or questions can be used for group discussion.

1. When I enter a new group, I feel...
2. When I meet new people, I feel...
3. When I talk with a stranger, I feel...
4. When I enter a strange room, I feel...
5. When a meeting opens, I feel...
6. When a conversation begins, I feel...
7. When a stranger speaks to me, I feel...
8. When someone calls on me, I feel...
9. When people first meet me, they...
10. When people meet me on the street, they...

11. When I stand up before a large group, I...
12. When I'm in a new group, I feel most comfortable when...
13. When I'm in a new group, I feel most helpful when...
14. When I'm in a new group, I feel most clumsy when...

LISTENING FOR FEELINGS

Objective: To develop skill in listening for the feelings behind everyday statements.

Instructions: Give each student a copy of the following statements. Ask them to read each one and write in a few words what they think each child is feeling. Some statements may have more than one feeling. When completed, discuss answers in total group.

Statement	Feelings
1. It's boring here. There's never anything to do.	
2. Three more months of school!	
3. I'm not going to race. Eric always wins!	
4. Everybody but me gets to go the the skating rink. My parents never let me do anything.	
5. Is this O.K.? Did I do it right?	
6. I can't do that. This is too hard for me.	
7. Tell me what to draw. I don't know what to do.	
8. It's his fault - he told me to do it.	
9. He hit me first!	
10. I don't care. This work is silly anyway.	
11. I don't want any help. I can do it by myself!	
12. Why did I get in trouble for that? Everybody else was doing it, too.	
13. I don't want to be in this class anymore. Mark and Eric are always bugging me.	
14. Jenny won't let me have the ball. They never let me play.	
15. You always pick on me. Paul never gets in trouble.	
16. _____is too hard. I'm just too dumb to get this!	
17. The Blacks always get their way. You never let us do anything.	
18. The white students always get picked for the programs. Why don't we get to do anything?	
19. The Indian students all played the part of drunks in the school play. Why can't we be the hero sometimes?	

VII. Developing Creative Thinking Skills

ANIMAL FANTASY

Objective: To stimulate creative thinking.

Instructions: For fantasy trips, any fantasy can be used that would appeal to the group. All participants must assume a comfortable position (lying on the floor is preferable) and keep eyes closed. Tell a story to group while individuals play it out in their own minds. Following is only one of many sample plots:

Ask students before beginning to think of the person they like the most, the person they like the least, and themselves and decide what animals each of these persons could be.

Tell a story involving a trip through the woods. Tell the story in detail using descriptive language to give a picture of every aspect of the trip. At one point during the story, the individuals (who are taking the trip) will have an encounter with the animal representing the person they most dislike Ask participants to visualize this encounter in detail in their minds. Tell the story again, this time changing the setting slightly (a continuation of the journey). During this trip the participants will encounter the animals representing the persons they like the most. Ask each one to visualize this encounter in detail.

At the conclusion of the fantasy trip, ask participants to write about their feelings during each encounter.

IF I COULD CHOOSE TO BE

Objective: To foster creative thinking; to develop self-awareness.

Instructions: Have each participant complete the following statements by:
1. Writing the answers.
2. Giving the answers orally in a group.
3. Writing the answer to one in graffitti form on the silhouette.

All answers should be explained to the group at some time.
Unfinished statements:
If I could choose to be:
1. An animal, I would be...
2. A country, I would be...
3. A cartoon, I would be...
4. A flower, I would be...
5. An event, I would be...
6. A tree, I would be...
7. A food, I would be...
8. A song, I would be...
9. A T.V. show, I would be...
10. A book, I would be...
11. A hero, I would be...
12. A car, I would be...
13. A building, I would be...
14. A friend, I would be..

WHAT CAN YOU DO WITH...?

Objective: To stimulate creative thinking.

Instructions: Divide participants into groups of about 5. Ask each to list within a specified time all the uses they can think of for a brick, a paper clip, a styrofoam cup, or other common object. At the end of the time limit, let each group share its list.

VIII. Developing the Ability To Consider Alternatives and Consequences

WHAT SHOULD I CHANGE?

Objective: To identify areas in which change might occur; to develop self-awareness.

Instructions: Let each participant complete form in writing first. Provide opportunity for discussion of traits they would like to change. Discuss ways in which they might bring about these changes.

1. When I am with close friends, I am..., and I'd like to be...
2. At parties, I am..., and I'd like to be...
3. With adults, I am...; and I'd like to be...
4. In my intentions, I am..., and I'd like to be...
5. When I am alone, I am..., and I'd like to be...

DIAGNOSING A GROUP PROBLEM

Objective: To move from creative thinking to creative action; to become more effective problem solvers.

Instructions: 1. Choose a problem that the group has the possibility of solving.

2. List in two columns headed "helping forces" and "holding forces" those things which help or hinder the solution of the problem.
3. Discuss both lists. Select helping forces that the group feels they can strengthen and holding forces that they feel they can weaken. Circle those forces which seem to be the most important and which the group thinks it can affect constructively.
4. List steps that can be taken to strengthen each helping force circled and to weaken each holding force circled.
5. Review steps and circle those which seem promising.
6. For each step list materials, people, and other resources needed to carry it out.
7. Organize the steps into a final play (eliminating those which do not seem to fit) that included sequence and approximate time.

Discuss with participants their ideas and feelings about using this method of problem solving and other areas in which this method might be used.

PROBLEM SOLVING

Objective: To learn effective techniques of problem solving. While these techniques take time when they occur, in the long run time can be saved if effective solutions can be reached. Simple procedures for attacking a problem can be outlined so that the time allocated for problem solving is not wasted on establishing procedure.

Instructions: 1. Identify the problem - this must be done by teacher and students together in order to be effective.

2. Agree that the situation is one that sould not be allowed to continue and that the statement adequately describes the problem.
3. Outline possible causes of the problem.
4. Discuss possible solutions to problem.
5. React to possible solutions, listing pros and cons and feelings about each.
6. Discard unacceptable solutions.
7. Agree to try one solution.
8. Try agreed-upon solution.

This is not the end of the problem solving. Evaluation of the solution must take place after it has been tried and a new solution agreed upon if this first one has proved unsatisfactory.

IX. Developing Ability To Make Sound Judgments and Evaluate Critically

CLOTHESLINE CONTINUUM

Objective: To give practice in decision making; to share feelings; to identify values.

Instructions: String a clothesline across the room (preferably above a chalkboard). Provide each student with a clothespin and a card bearing his name. Ask a question (questions may be written on chalkboard and changed regularly). Students place their names at the points on the clothesline that most nearly represents their feelings at the moment (pins may be moved anytime during the day that the feeling changes). One end of the clothesline should always represent strong negative feelings, the other end strong positive feelings. (If a chalkboard is used, a circle drawn under each pole can state the feeling appropriate to that day's question.)

DO YOU DECIDE FOR YOURSELF?

Objective: To develop awareness of who makes decisions and of what decisions are made by the individual and which are imposed.

Instructions: Let each individual respond to questions by checking appropriate box. Discuss: What decisions do you make for yourself?

Which decisions are made for you? By whom are they made? Are any decisions being made for you that you feel you could make for yourself? That you wish you could make for yourself? How do you feel about decisions made for you by others? Do you feel that you make good decisions? Do you decide for yourself:

	Yes	No	Who Decided
1. When to go to bed?			
2. What time to eat?			
3. How to spend your allowance?			
4. When to do your homework?			
5. What clothes to wear?			
6. What chores you do at home?			
7. When you do your chores?			
8. When you do assignments at school?			
9. What time to come home in the evening?			
10. What to do with your free time?			

BRAINSTORMING

Objective: To aid in problem solving.

Instructions: Choose problem relevant to group. Once the problem is presented, participants suggest rapidly all possible solutions. These solutions are listed on a chalkboard or large newsprint pad. All solutions are listed, no matter how impractical they may seem. After the list is completed, answers are grouped in categories and the process can begin of selecting those that are of value in the particular instance.

Brainstorming can also be used in identifying obstacles or facilitating conditions to achievement of a goal.

THE BUCKLE GAME

Objective: To develop awareness of rules and the need for rules in a society.

Instructions: Play the following games in sequence:

Game I: Pass out buckles to each participants. Tell them to play. Watch the individuals as they try to figure out the purpose of the game, to develop their own games, or to question what to do. Stop at this point and ask them what's the matter. Discuss the idea that a game must have a purpose and certain rules and structure for everyone to follow.

Game II: Solicit rules for Game I from the group, taking as many as you can and list them on the blackboard. Watch the participants as they see that the rules contradict each other and get more difficult to follow. After the rules are written, have them play the game now that they have rules. They will try to follow the rules but reach a frustration point. Then stop and discuss the problem that too many rules cause, and what kind of rules you need to play a game.

Game III: Ask the group to pass all the buckles to one chosen person in the class. Then declare that person the winner. Ask: Does this bother anyone? Discuss the arbitrary decision on the part of the teacher and how arbitrary rules are unfair, etc.

Game IV: Divide the group into equal teams for a relay race. Tell them that they have been complaining about the rules of the other games, so that now you will give them a purpose and definite rules. Tell them to pass the buckle back over their shoulders all the way down the line and that the first team to reach the end wins the game. Start them, but as they reach the middle of the line, stop them and tell them that you forgot one rule. Make up another rule.

TWENTY QUESTIONS

Objectives: To provide experience in decision making; to enable students to establish some priorities.

Instructions: Ask each participant to list 20 (number may be small for younger children) things he most likes to do. After the list is completed, have each person rank his list in order of preference. Discuss: What did you learn about yourself during this exercise? Was it difficult to make the decisions? Did you learn anything about yourself you did not already know?

X. Clarifying Values Through Subject Matter

Affective education, while composed of many skills that can be taught directly, is also a part of every cognitive area. Below are samples of how affective goals can be incorporated into each discipline area. The teacher's guides for most subject areas include affective questions and activities as well as the more cognitive types. Look for them in the guides you use, especially in the areas of reading, language arts, and social studies.

In all subjects, questions can be asked in three areas. The first (and unfortunately often the only) type question is that which deals with recall of facts. The second level are those which deal with the concepts involved in that particular study. The third level, and the one in which examples are given here, are the affective questions which deal with feelings, attitudes, and values.

Example: THE CIVIL WAR

Facts Level
- Battles
- Generals
- North and South

Emancipation Proclamation
Lincoln
Reconstruction

Concepts Level
Slavery
Economics
Industrial Development
Civil Rights
Freedom vs. Exploitation

Values Level
What do you think were the feelings of the slaves? of the slave owners? of the abolitionists? of the soldiers.
What are your feelings about the display of the Confederate flag? Heroes and villains? What were their qualities? Are there issues in today's society that could lead to another Civil War?
Do you consider the Civil War a just war?
What would have been your reaction if you had been drafted by one side and did not sympathize with it?
What kinds of living things would you kill without concern?
How is conflict handled with your family or friends?

XI: Integrating Affective Techniques: A Sample Lesson Plan

POLLUTION AND CONSERVATION OF NATURAL CONDITIONS

Learning Objective: To reinforce the knowledge we have of natural conditions and their processes; to explore their conservation.

Component Parts: -To review the continuing life cycles of natural environments.
-To explore the conditions of an environment imposed upon by man and technology.
-To define and identify the results of man's use of the environment.
-To define the ways of eliminating pollution through group and individual efforts.

Skills: Cognitive - Research, communication comparing and contrasting, hypothesizing.
Affective - Trust, respect, openness, productive communication, consideration of alternatives and consequences, making sound choices, evaluate constructively.

Materials: Suggested films:
"Clean Town U.S.A." 40-2-1 15 min. C (recycling garbage)
"The Barn Swallow" 2-3-26 11 min. C (life cycle of swallow)
"Yours is the Land" 21-3-20 21 min. C (ecology and conservation)

"Waterfall" 7-6-2 8 min. (Suitable for L.A. - need for conservation - pictures and no sound)
"Conserving Our Natural Resources" 32-1-7 17½ min. C (resource conservation and wise use)

Other Materials: Poster paper for life cycles
Crayons

A. Teacher Direction:

1. Review work completed on the following lessons on the forest, desert, and grassland ecosystems and those viewed on film.
2. Visitor:
   A. Oklahoma Wildlife Association - Discuss wildlife in Oklahoma and respective life cycles.
   B. Member of Oklahoma City Planning Commission - Discuss zoning codes and urban planning.
3. On a large piece of poster board, demonstrate the life cycle of an animal. Each child may make his own selection of animal.

*4. Voting:

1. How many of you feel you live in a beautiful neighborhood?
2. How many of you help keep your neighborhood clean?
3. How many of you turn off your light switch when you leave your bedroom?
4. How many of you would prefer an economy size car to a deluxe model?
5. How many of you enjoy visiting the beautiful resorts in Oklahoma?
6. How many of you have thrown gum wrappers, cans, etc. out of the car window?
7. How many of you have ever grown your own garden?
8. How many of you have ever seen dead fish floating on the water due to pollution?
9. How many of you have ever thought of the steps of processing done to give you the milk you drink?
10. How many of you feel disturbed when looking at the hazy skyline in the morning?
11. How many of you have felt the need for a quiet place to be alone and could not find it?
12. How many of you have ever felt irritated by the loud noises of the city?

B. Activity: Small group activity

1. On a large chalkboard, draw a foothills scene, complete with animals, streams, trees, etc. As the teacher tells the story of a pioneering family and subsequent settlers moving into the area, have the students erase and replace the natural resources with the new trappings. Evaluate the influence of man in this situation.

*Examples taken from the methods and techniques section of this guide.

2. Brainstorm other situations or environments which man and his technology have changed. List on a large display paper.

3. Describe, in any media, the possible natural conditions of each child's neighborhood before it was a housing block. Have the child ask himself: How has the neighborhood changed in the time you have been there?

WHO'S HERE?

Objective: To help members of group become acquainted with each other and identify those whose views are similar and those whose views are different from one's own.

Instructions: 1. Before beginning the exercise, select four words or posters that relate to the needs of that particular group. (Such as four different kinds of music, four different feelings about being involved in the present situation, posters expressing four different feelings about life.) In this case use words, such as: moderate, conserver, wasteful, recycle, cautious.

2. Hang one word or one poster in each corner of the room. More than one set of words can be used in which case they are hung on top of each other so that only one set is visible at a time. To begin with, all are covered with blank sheets.

3. Explain exercise to the group:

   a. We are naturally curious about one another.

   b. Superficial characteristics such as sex, age, and appearance are apparent, but more important in our being able to work together are our views on important issues, our attitudes, and our feelings.

   c. We will try to identify those who share our views as well as those who think differently.

   d. Here are four terms by which we might describe ourselves. After looking at these, go to the corner where the word is that you would use in describing yourself. (Uncover first set of terms.)

   e. When you get there, you will have about 7 minutes to discuss with the others about why you chose this term and how you feel about being with that group.

4. Repeat as often as desired, using other terms.

C. Small Group Investigation:

1. Statistical growth of population in Oklahoma City
2. Industrial growth in Oklahoma City
3. Resort area development in Oklahoma City
4. Car ownership increase in Oklahoma City
5. Apartment house increase in Oklahoma City

REPORTING:

1. Each group is to give an oral report of findings. Record statistical growths on wall chart; discuss projected positive and negative changes each of these might effect in the community. Compare statistics.

*2. Using drawing materials, paints, or collage, participants are to create advertisements for themselves regarding conservation of natural resources.

NOTE: Wall chart will be an ongoing chart with headings:

a._____b._____c._____d._____e._____

STATISTICAL GROWTH
RESULTING CHANGES
POSITIVE
NEGATIVE

D. 1. Functioning in the same groups as above, assign each group to analyze their situation with respect to present city control, possible city control, and individual control of situations.

2. Reporting: Record information on another chart with headings as above. Then bring groups together and discuss findings.

*3. Proud Whip: This technique is an opportunity for the participants to share those things that have happened to them which have aided in developing a more positive self-concept. No place is given in our society for bragging on ourselves. The proud whip is the time for doing just this. Each participant begins by saying "I am proud that I..." Again, as in every technique, the participant has the right to "pass." Direct toward things done to conserve natural conditions.

4. Resolve: The conclusion of the discussion will be with concrete resolution to report needs to the city or concerned agencies and to carry out individual responsibilities. This will be a continuing process.

5. Film: "Conserving our Natural Resources"

Creative Activity: Coca Cola Game on Environment (obtained from Coca Cola Company, if not available at school)

*6. Strength Bombardment:

Objective: To develop trust and cohesiveness among group mentors. To foster a feeling of positive self-worth.

Part I. Instructions: For groups of 6-12. Each group member takes his turn in answering the following sequence questions. All group members relate to the first question before proceeding to the second question. Questions may be changed but should begin at a less threatening level.

*Examples taken from the methods and techniques section of this guide.

a. Mini-autobiography
b. The most influential person in my life to make me aware of natural resources. Why?
c. A time I felt good about something I did to conserve. Success incident.
d. Turning point in my life with regard to conserving my world.

Part II. Instructions: Each group member is given 8-12 small pieces of paper that have an adhesive backing (one for each member). One member of the group is designated to be bombarded by the other group members. Each participant writes a positive word or words about the designated person on the small piece of paper. This information is based on perceptions gained through sharing the preceding questions. Each participant then approached the designated person, looks the person directly in the eye and shares what is written as he places the paper on the person's garment. The same procedure is followed until each participant in the small group has been bombarded by all other group members.

CHAPTER V

A MODEL FOR PROFESSIONAL DEVELOPMENT PLANNING

Professional Development As a Do-It-Yourself Project

Many school staffs depend on trained specialists outside their own buildings for planning and implementing programs for the professional development of staff members. While such services are convenient to staff members already burdened with sometimes more than a fair share of work, they are not indispensable. Any school staff that desires a first rate professional development program has rich resources in the professional training and experience of its members.

The following model can help you plan professional activities that will allow you and the other members of your staff to learn about and to experience the benefits of planned affective education. Experiencing strong, positive affect is the best way to convince anyone of its value.

Why not plan a workshop soon? In the meantime, many of the activities and procedures described in the model can be put to good use in your classroom.

A MODEL FOR PROFESSIONAL DEVELOPMENT PLANNING

MAKE A NEEDS ASSESSMENT
FORMULATE GROUP OBJECTIVES
FIND RESOURCES
SELECT OR DESIGN ACTIVITIES
IMPLEMENT PLAN
EVALUATE
FOLLOW UP

O U T L I N E

I. Needs Assessment: It should be noted that if the group considers something a need, it is a need. There is no reason for dismay if it cannot be objectively validated.

A. Larry Nolan Davis and Earl McCallon in Planning, Conducting, and Evaluating Workshops suggest four purposes served by a needs assessment:

"1. It gives a place to begin.
2. It provides a direction.
3. In answers the question 'Why?'
4. It authorizes continuation or gives permission to stop."

B. Some questions which may be addressed are:

1. What are the operational levels of participants?

a. Awareness level
Some techniques which may be used are:

*(1) Self-appraisal
*(2) Values clarification

b. Commitment level
Some questions must be settled at this point:

(1) How much time and energy are we willing to devote to this?
(2) Where does this stand among the many priorities we deal with as a staff?

c. Knowledge level of participants

(1) Do we understand what is meant by affective education?
(2) Are we knowledgeable about what conditions facilitate or inhibit affective development?
(3) Do we know what skills must be used?

d. Skill level
A self-evaluation instrument is one method of making this determination. Some skills which may be considered are:

*(1) Interactive skills
(a) Active listening (Thomas Gordon, T.E.T.)
(b) Empathic responses
(c) Nonpossessive warmth
(d) Genuineness/congruency

*(2) Skills for establishing a facilitating environment
(a) Providing opportunities for interaction
(b) Interactive skills teaching

2. What are the strengths and weaknesses of our group?
The staff will at this point compile the results of the "operational levels" questions (see section 1 above.)

3. What are the steps involved in change? Research has shown that the process by which a person decides to change, although a very complex process, usually follows a predictable pattern. Havelock** has described this pattern in terms of phases which can be used as a guide in planning activities. These phases are: "awareness,"

*See evaluation section of this guide for possible instruments.
**Ronald G. Havelock, The Change Agents Guide to Innovations in Education, 1973.

"interest," "appraisal," "trial," "adoption," and "integration."

a. Awareness: Awareness is the foundation or springboard determining subsequent stages. This period is the individual's exposure to and acknowledgement of a situation. This is a passive interest, not necessarily seeking further information.

b. Interest: Interest is characterized by an open mind actively seeking information before making a judgment as to whether or not to move into the appraisal stages.

c. Appraisal: Havelock describes the appraisal stage as a period of "mental trial" of the innovation, a necessary preliminary to the decision to make a "behavioral trial." In the individual's mind he applies the innovation to his own situation and decides whether or not it is worth the effort to try out.

d. Trial: This is the stage in which the individual uses the innovation on a temporary and tentative basis before adoption.

e. Adoption: In the adoptive stage the results of the trial are evaluated and the decision is made to adopt or reject.

f. Integration: True adoption takes place when the innovation becomes routine.

II. Formulate Group Objectives: Objectives should be determined democratically through group processes. While groups will determine their own objectives, the following examples are offered. They are adapted from Dr. Al Wight, Salt Lake City, Utah. Examples:

A. The group will achieve a comfortable and meaningful understanding of what affective education is.

B. The group will explore conditions which facilitate or inhibit desirable affective outcomes.

C. The group will begin to clarify staff and student roles and responsibilities in establishing facilitating conditions.

D. Individuals within the group will increase their understandings with respect to affective behavior.

E. The group will explore methods and procedures for involving students, parents, and the community in the staff's affective development plan.

F. The group will formulate plant for implementation of ideas developed or continuation of activities initiated in the workshop.

III. Find Resources

A. Identify

1. What do we already have on hand?
2. What community resources are available to us?
3. What can we get from the resource section of this guide?

B. Evaluate
Evaluative criteria should include:

1. How will this help meet our objectives?
2. Is the material appropriate to our level of awareness and skill development?
3. What is the availability and/or cost?

C. Select

IV. Select or Design Activities

A. Types of activities adapted from Davis and McCallum, Planning, Conducting, and Evaluating Workshops.

1. Presentations: These are vehicles for providing information. For the most part, they are appropriate only for knowledge learning. Some types of presentations which may be considered are:

a. Lecture: A prepared verbal presentation by one speaker before an audience.
b. Lecturette: A short lecture which will likely put fewer participants to sleep.
c. Lecture - Forum: A lecture followed by a question/answer period. This gives the participants an opportunity to explore parts of the content in greater detail.
d. Panel: A planned conversation before an audience on a selected topic.
e. Panel - Forum: A panel followed by a question/answer period which is chaired by the panel leader.
f. Expanding Panel: A panel with a vacant chair(s). Participants can join in when they wish and leave the panel when they feel they have had their say.
g. Debate: An organized argument; often very intense.
h. Films: For content and/or entertainment. Films may involve attitude learning as well as knowledge learning.
i. Slide Shows: An illustrated form of lecture.
j. Prepared Videotapes: Tapes which can be started and stopped for discussion purposes.

2. Demonstrations: This group of activities provide opportunities for modeling "correct" techniques or procedures. The following types are frequently used.

   a. Simple demonstration: An activity which shows how a skill is performed.
   b. Demonstration with Practice: Opportunity for participants to try a technique after seeing it demonstrated.
   c. Drills: Skills practice involving repetition.
   d. Puzzles: A method wherein a skill is learned by successfully solving a puzzle.

3. Reading: An appropriate activity for knowledge learning. May serve as a simple and direct way of providing participants with sufficient background knowledge for participation in other more interactive activities. It is also a way of tuning into the "experts" who may not otherwise be available.

   a. Individual Reading: Has an advantage in that it can be done at the leisure of participants.
   b. Read and Discuss: Usually takes the form of a short reading assignment followed by discussion in a small group.
   c. Read and Report: Individuals read different materials and summarize them for each other.
   d. Reading Aloud: A piece of material is read aloud to the group.

4. Drama: These types of methods are appropriate for knowledge learning and sometimes attitudes are involved. Some dramas can involve the participants as the action unfolds.

   a. Skits: These are short, rehearsed portrayals which make a point. Discussion may follow.
   b. Pantomime: These are short nonverbal portrayals which may be useful as a warm-up activity when participants are volunteered as players.

5. Discussion: A group of activities which may be used when participants are knowledgeable about the subject to be discussed.

   a. Group Discussion: An open discussion on a selected topic by a relatively small group.
   b. Group Buzzes: Usually short discussions with a set time limit and no leader.
   c. Brainstorming: A method of problem solving in which group members suggest all the possible solutions (or problems) they can think of in rapid-fire order. No criticism or discussion of items is permitted. Usually there is a set time for brainstorming. Evaluation follows the listing.
   d. Diagnostic Sessions: Small groups are formed for the purpose of diagnosing a problem, situation, process, etc. Cause/effect relationships are examined in the manner agreed upon by the group, e.g., looking for evidence, reality testing, etc.
   e. Bull Sessions: Highly informal discussions that sometimes relate tangentially to the learning.

6. Cases: These methods provide simulated experiences drawn from real life which give participants an opportunity to apply previously learned knowledge.

   a. Case Study: An account of a problem situation including sufficient detail to enable groups to analyze the problems involved.
   b. Mini-Case: A miniature case study with great flexibility of use. May be used as a quick check or understanding following a lecture, film, reading, or discussion.
   c. Critical Incident: A small piece of a case that states the most important or dramatic transactions.
   d. In-basket: A form of case study in which letters, memos, phone-messages, etc. are given to the participant playing an assigned role. He then writes actual responses to items in his in-basket.

7. Graphics: The methods described below are useful for warming up groups and building group cohesion. While they are nonthreatening, they require considerable participant self-direction.

   a. Doodling: A method participants use when they are bored.
   b. Portraits: A "getting to know you" activity, portraits are rough drawings of the way participants see one another. Self portraits may also be used. Participants can be asked to draw their thoughts on a particular subject. They may also be asked to draw a picture of their family, organization, etc.
   c. Group Paintings: Everyone smears finger paint or tempera on the same paper.
   d. Group Collage: Similar to group paintings except that participants glue magazine cutouts on a common paper.

8. Playlikes: These methods allow participants to practice behaviors involving many skills similar to those used on the job.

   a. Role Play: An unrehearsed enactment of a response to a situation or human encounter involving one or more persons. Role play is useful for situation analysis or to provide "feedback" to the player regarding his behavior.

b. Mini-Role Play: Relates to the role play in the same way as the mini-case relates to the case. It may be used in many of the same ways.
c. Play Yourself: Role play in which a person plays himself in a fictitious situation.
d. Role Reversal: Two people play each other, hopefully to gain a bit more respect for each other.
e. Mirroring: While two or more participants engage in a role-play, other players spontaneously move in beside one of the players and translate what he says into what he means. These participants become an alter ego to the player.
f. Movie: During the role play of an anticipated situation, the leader becomes a movie director, giving such cues as "cut," "roll it," "more____," or "less____." This technique is very useful in training and rehearsing workshop leaders, teachers, etc.
g. Videotape Feedback: This activity involves taping any other activity to allow participants to critique their own performance. If video equipment is unavailable, audio recorders may also prove useful for this purpose.
h. Social Simulations: These are essentially multiple, simultaneous role-plays. Written roles and situational details trigger interactions that are similar to those in real life.

9. Gaming: These methods are designed to intensely involve participants. They are useful for knowledge application and skills practice in problem-analysis, decision-making, problem-solving, etc. Many such games are available commercially. They require considerable time. Simulation games are social simulations but involve carefully arranged competing elements.

10. Participant-Directed Inquiry: These techniques involve the participant completely in his own learning.
    a. Mutual Inquiry: A group, without assigned leadership, plans a series of learning activities for their own use, then carry them out.
    b. Learning-Teaching Teams: The above group with the additional purpose of teaching someone else what they learn.

11. Questioning Techniques:
    *a. Clarifying Responses
    b. Inquiry Questions
    c. Active Listening

*See methods and techniques section of this guide.

B. The methods and techniques section of this guide may also be adapted for adults.
    1. Group Interaction
        a. Group Participation
        b. Skills for Interaction
            (1) Active Listening
            (2) Empathic Responding
            (3) Nonpossessive Warmth
            (4) Genuineness/Congruency
            (5) Problem-Solving Techniques
    2. Personal Development
        a. Pursuit of various literature on effective communications, e.g.
            (1) Hiam Ginott, Teacher and Child, The Macmillan Co., 1972.
            (2) Thomas Gordon, Teacher Effectiveness Training, Peter H. Wyden/Publisher, 1974.
            (3) George Isaac Brown, Human Teaching for Human Learning, Viking Press, 1971.
            (4) George M. Gazda, Human Relations Development: A Manual for Educators, Allyn and Bacon, 1973.
        b. Non-Book Media (e.g. films, lectures, groups, etc.).

C. Criteria for Design
    1. Are they relevant to our objectives?
    2. Are they motivational enough to keep us going?
    3. Will they allow sufficient group involvement and participation?
    4. Is there sufficient variety between activities to maintain interest?
    5. Does it lend itself to knowledge, skill, or attitude learning?
    6. Might it yield multiple-learnings, i.e., more than one type?
    7. How much time does it take?
    8. How much space does it take?
    9. What kind of props are required; are they readily available?
    10. What specialized skills are required of the staff; are they competent in them?
    11. Does it maintain enough/too much control up front?
    12. Does it achieve the objective the simplest way possible, or is it needlessly showy?

V. Implementation

A. Mechanics: During the actual workshop implementation, everything must be well planned in advance in order that participants will not be distracted from the objectives when everything goes wrong. It is impossible to anticipate

everything that can happen, but good planning will pay off. Some things to consider are:

1. Physical Facilities (rooms and room arrangements)
2. Convenient Restrooms
3. Means and/or Refreshments
4. Time Scheduling
5. Needed Materials Readily Available

B. Remember the steps necessary for growth in implementing your in-service. (Refer to Part I of this section.)

C. Coordinate everything into a final plan for the in-service experience. The following tips are suggested:

1. Allow enough time for processes to work.
2. Limit the scope of a given workshop.
3. Identify processes.
4. Make the workshop setting conducive to accomplishment of the selected objectives.
5. Plan the mechanics thoroughly. If this is not well done, nothing else is going to work.

D. Initiate plan - make adjustments as needed - no plan is sacred.

VI. Evaluation: Evaluation should be continuous and on-going, perhaps being done as often as after each activity to provide immediate feedback to in-service leaders and participants. A lengthy questionnaire after a long workshop will not provide much.

A. Group Evaluation (things to evaluate)

1. Participation in the Process

a. Did anyone monopolize the activity?
b. Did everyone have the opportunity to speak?
c. How well did the group handle task functions--those which relate directly to the task or problem of the group, the content of the discussion, the goal toward which the group is working?
d. How were the maintenance functions handled--those functions related to the process of completing the task or developing and maintaining an effective group?
e. Were self-oriented functions--those behaviors which served individual rather than group needs--controlled?

2. Group Feelings
Examples:

a. Are we frustrated? Why?
b. Are we motivated to put ideas into practice?
c. How is anger handled in the group?
d. Are we flexible?
e. Are we cohesive?
f. Are we confused?
g. Do we feel a sense of accomplishment?

3. Levels of Awareness, Commitment, Knowledge, and Skills

B. Individual Evaluation

1. Feedback to the individual about his behaviors.

2. Self-evaluation of one's own feelings and attitudes.

a. Do I feel a part of the group?
b. Is my point of view being heard?
c. What do others think of my performance?
d. Am I actively involved in the group?
e. Am I getting anything useful out of this?
f. Do I feel threatened? Why?
g. How am I handling feelings of anger?
h. Am I afraid to express my thoughts?
i. Do I feel put-down?
j. Do I feel "holier than thou?"
k. Am I flexible?
l. How do I feel when I don't know "where somebody is coming from?"
m. Am I being overly sensitive?
n. Do I feel that I am being attacked?

C. Leader Self-Evaluation

1. Am I being judgmental?
2. Are there cliques? If so, how am I handling them?
3. Am I taking sides?
4. Am I supportive/building confidence of participants who are reluctant to participate?
5. Am I generating interaction?
6. How am I handling emotional outbursts?
7. How well am I pacing the activities?
8. Am I allowing the group to make decisions?
9. Am I autocratic?
10. Am I allowing laissez faire to prevail?
11. How well am I motivating the group?
12. How do I handle periods of silence?
13. Am I sensitive to the comfort needs of the group and individuals?
14. Do I know how to control anxiety to produce the greatest creativity?
15. Am I leading the group to solve problems?

D. In-Service Evaluation: Provides feedback to workshop planners for making improvements. Some elements to evaluate are:

1. Objectives

a. Are in-service objectives clear?
b. Are they meeting your needs?
c. Suggested improvements

2. Materials

a. Are materials relevant to objectives?
b. Are they meeting your needs?
c. Suggested improvements

3. Staff

   a. Is staff working well as a team?
   b. Suggested improvements

4. Consultants

   a. Are outside resource people adding to learning?
   b. Who isn't?
   c. Suggested improvements

5. Activities

   a. Are they relevent to objectives?
   b. Are they of sufficient variety?
   c. Do they motivate?

6. Future needs

   a. Have you discovered additional learning needs?
   b. What?

VII. Follow-Up

A. Recycling to other activities or to new objectives.

B. Make a group plan of action.
   Things to consider:

   1. Time line
   2. Realistic plan
   3. Individual roles
   4. New skills to practice
   5. Resources for future growth

C. Make personal plans for action.
   Things to consider:

   1. Time line
   2. Realistic plan
   3. New skills to practice
   4. Resources for future growth

CHAPTER VI

MEASUREMENT AND EVALUATION

Evaluation Instruments

There are many unresolved problems in the assessment of noncognitive traits. The reliability of noncognitive instruments tends to be considerably lower than that of cognitive instruments of the same length. Predictive validity is difficult. Normative data is commonly sparse or missing. As a result of these psychometric problems, the user must be cautious in the interpretations and applications he makes.

Despite the limitations of these instruments, the results obtained from attitude scales have proven to be useful in educational planning, evaluation, group counseling, discussion, and in the communicating with other professionals. Acquisition of desirable attitudes is one of the major goals of our schools. Without knowledge of the prevailing attitudes of the student, the class, or the school, it would be difficult to plan accordingly.

These instruments are inexpensive, efficient ways to determine general trends. They are easy to administer and to score. The inherent difficulties attending the use of these instruments can be largely overcome by observing a few simple cautions:

Read all the material accompanying the instruments for indications of their reliability and validity.

Evaluate the normative data, if any, to determine suitability for your group.

Read instructions for administering, scoring, and interpreting carefully.

Know your purposes. If the instrument will not help you or your students, do not use it. Compere the instrument with other instruments or techniques available to you.

Do not interpret scores in isolation. Consider your own observations, interviews, anecdotal records, other rating scales, questionnaires, autobiographical information, role playing, or sociometric techniques.

Remember that all test scores are in error (for some tests, a standard error is identified). Translate the score, if the instrument does not do it for you, into a band or range of scores.

Some Definitions

Normal Curve: A distribution of scores or measures that in graphic form has a distinctive bell-shaped appearance. In a normal distribution, scores or measures are distributed symmetrically about the mean, with as many cases at various distances above the mean as at equal distances below it, and with cases concentrated near the average and decreasing in frequency the further one departs from the average. The assumption that mental and psychological characteristics are distributed normally has been very useful in much test development work.

Mean: The arithmetic average of the scores; if scores range from 0 to 100, the mean is usually 50.

Standard Deviation: Standard deviations are points along the base of the normal curve which indicate the spread or range of students' scores; 68% of the students will have scores within the average of -1 to +1 standard deviations.

Percentile: A point (score) in a distribution below which falls the percent of cases indicated by the given percentile. Thus the 15th percentile denotes the score or point below which 15 percent of the scores fall. Percentile has nothing to do with the percent of correct answers an examinee has on a test.

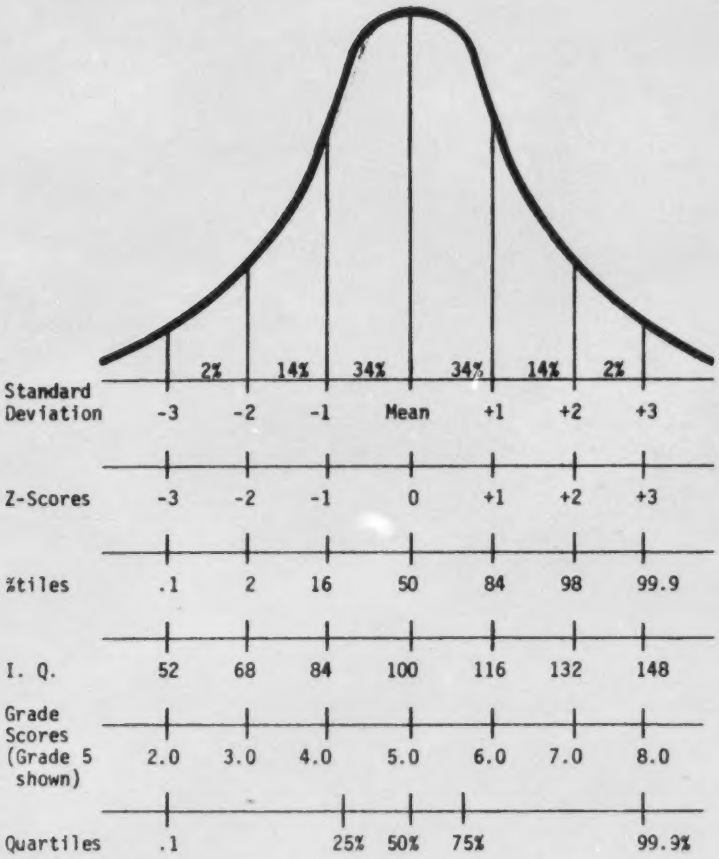
Grade Equivalent Scores: The grade level for which a given score is the real or estimated average. It is expressed in years and months. For example, the average student beginning the first grade has a score of 5.0 which means five years plus zero months progress in school.

Quartiles: Quartiles are scores placed into four percentile groupings; the bottom fourth of scores will be in the first quartile, the second fourth will be in the second quartile, etc. With a normal group, there will be an equal number of cases in each of the four quartiles.

Z Scores: Z scores have a mean of 0 and a standard deviation of 1. Thus, a person with a z=1 is one standard deviation above the mean of the norm group.

See chart on following page.

COMPARING TEST SCORES



Measurement Records, The Law, and School Policy

MEMORANDUM

TO: Principals

FROM: Jim Johnson, Committee Chairman

SUBJECT: Administrative Procedures to Implement Public Law 93-380

A. The parents of students have "the right to inspect and review any and all official records, files, and data directly related to their children, including all material that is incorporated into each student's cumulative record folder - specifically including, but not necessarily limited to identifying data, academic work completed, level of achievement, attendance data, scores on standardized intelligence, aptitude, and psychological tests, interest inventory results, health data, family background information, teacher or counselor ratings and observations, and verified reports of serious or recurrent behavior patterns."

B. Oklahoma City Schools shall not release personally identifiable records or files (or personal information contained therein) of students without the written consent of their parents to any individual, agency, organization, other than the following:

1. other school officials, including teachers within the educational institution or local educational agency who have legitimate educational interests;

2. officials of other schools or school systems in which the student intends to enroll, upon condition that the student's parents be notified of the transfer, receive a copy of the record if desired (school may charge for copy), and have an opportunity for a hearing to challenge the content of the record;

3. in connection with a student's application for, or receipt of, financial aid;

4. authorized representatives of (a) the Comptroller General of the United States, (b) the Secretary of H.E.W., (c) an administrative head of an education agency (federal government), or (d) state educational authority.

C. The parents, or guardians, must be afforded an opportunity for a hearing to challenge contents of the records.

D. 1. When such records or data include information on more than one student, the parents of any student shall be entitled to receive, or be informed of, that part of such record or data that pertains to their child.

2. Information can be furnished in compliance with judicial order, or pursuant to any lawfully issued subpoena, upon condition that parents and the student are notified in advance of the compliance.

3. For the purpose of the law, when a student has attained 18 years of age, or is attending an institution of post secondary education, the rights accorded the parents shall thereafter only be required of and accorded to the student.

Three forms requiring parental signature:

1. Request to View Records, Form 1
2. Request for Hearing to Challenge Records, Form 2
3. Release of Information, Form 3

Request to View Records

Parents or legal guardians, or students 18 years of age or older, may review the student's official records by completing the Request to View Records, Form 1. Upon receiving the signed form, the principal shall schedule a viewing of the records as soon as possible, but no later than six school days after receiving the request.

The principal, or his designee, shall assist the viewer and upon completing the Request to View Records, file one copy in the student's file, file one copy in the principal's office, and give one copy to the viewer.

Request to Challenge Records

If a parent, guardian, or student 18 years of age or older, wishes to challenge the information on the student's records, a hearing shall be conducted by the principal as soon as possible, but no later than six school days after the request, Form 2, is received by the principal.

After the hearing, the principal shall give one copy of the request to the person making the request, and shall retain one copy for his files.

The person requesting the hearing may appeal the principal's decision to the director of the appropriate level who shall render a decision witnin six school days after receiving the appeal.

The person requesting the hearing may appeal the director's decision to the Board of Education by making an appeal through the Superintendent's office.

Release of Information

A parent, guardian, or student 18 years of age or older, must submit a completed Release of Student Information, Form 3, before schools may release information to any individual, agency, school, or institution. This form may serve as notification in those situations when transcripts are being sent to a school where the student intends to enroll.

When a student withdraws from a school to enroll in another school, the Release of Information Form may be given to parents at that time. When another school requests a transcript of a student, the Release of Information Form should be sent to that school with instructions to obtain the parent's signature prior to releasing the transcript. If another system has its own form, that form may be used, provided the parent is notified of the release of information.

When requesting transcripts sent to several colleges, parents may list all of the colleges on one form.

Court Order or Subpoena

When a court order or subpoena is presented to a school, the parent and student must be notified prior to the release of the information. A telephone call may be used to obtain permission.

See following pages for Forms 1, 2, and 3.

FORM 1 (P.L. 93-380)

PARENT-GUARDIAN-STUDENT REQUEST TO VIEW AND INSPECT CUMULATIVE DATA

TO THE PRINCIPAL OR DIRECTOR/COORDINATOR OF_____

_____ SCHOOL OR PROGRAM

DATE:_____
(Date Requested)

I, _____, the legal parent-guardian or student (over 18 years of age) do hereby request to view, inspect, and examine the cumulative data pertaining to

_____.
(Name of Student)

IF PRESENTLY ENROLLED, NAME OF SCHOOL:_____

IF NOT PRESENTLY ENROLLED, LAST SCHOOL ATTENDED:_____

_____

SPECIFIC DATA REQUESTED FOR VIEWING:

_____ _____

_____ _____

REMARKS:

_____

_____

_____ _____
Signature of School Administrator with Title — Date of Viewing of Data

_____
Signature of Viewer

_____
Signature and Title of Person Assisting Viewer

Distribution:
Copy to Office File
Copy to Viewer
Copy to Student File

FORM 2 (P.L. 93-380)

PARENT-GUARDIAN-STUDENT REQUEST TO CHALLENGE RECORDS VIEWED

TO THE PRINCIPAL OR DIRECTOR/COORDINATOR OF _____

_____SCHOOL OR PROGRAM

DATE:_____
(Date Requested)

I have viewed the records of _____ and request a hearing to challenge the following specific information in record or records:

_____

_____

_____

_____

REMARKS:

_____

_____

_____

Results of hearing (must be given within 5 school days):

_____

_____

_____ _____
Signature of School Administrator with Title — Date of Hearing

_____
Signature of Person Requesting Hearing

Distribution:
Copy to Office File
Copy to Student's File
Copy to Person Requesting

FORM 3 (P.L. 93-380)

CONSENT FOR RELEASE OF STUDENT INFORMATION

Oklahoma City Public Schools
900 North Klein
Oklahoma City, Oklahoma 73106

*TO:_____ Address_____
(Addressee)

Date:_____

Reason for Request_____

I hereby give my permission to release information contained in any portion, or all portions of my child's record to :

_____
(School or Department) (Address)

_____ _____
Student's full name Date of Birth

_____ _____
Chart number, if applicable Signature of Parent, Legal Guardian, or 18 Year Old Student

_____
Signature of employee witnessing signing

*ATTENTION: According to Family Education Rights and Privacy Act of 1974 (P.L. 93-380) the Parent, Guardian, or 18 year old student has the right to make a written request to view any records released.

Distribution: Original copy to Addressee
Duplicate to School or Department making request

POLICY REGARDING STUDENT RECORDS CHECK LIST	Copy May Be Supplied to Parent Upon Request	Parent Signature Necessary	User Must Submit Written Request	No Parent Signature Necessary	Parent Notified in Advance	Written Decision to Parent	Notify Parents	Written Request Must Be Filed With Student Records	
Subpoena or Judicial Order				X	X				Official Order
Student Financial Aid				X					Written Request
Same School System				X					No Request Necessary
Other School System Where Student Plans to Enroll	X		X	X			*	X	Form 3
Comptroller General, Secretary of H.E.W., Federal Education Agency, State Education Authority			X	X				X	Written Request
Parent Inspection of Records	X	X							Form 1
Parent Authorization to Release Information	X	X							Form 3
Parent Authorization for Us to Receive Information		X							Form 3
Parent Request for Hearing to Challenge Record		X				X			Form 2

*Request Form 3 may be considered proper identification

Evaluation Instruments

The following outline lists the affective survey instruments presented in this section. Unless otherwise indicated, all of the instruments may be reproduced free of charge and used as suggested in the test description.

A Preview of Coming Attractions

I. Student's Self-Report Inventories

A. Elementary level

1. The Way I Feel Self-Esteem Inventory, Grades K-3
2. Children's Self-Esteem Inventory, Grades 4-8
3. Elementary Classroom Learning Environment Inventory, Grades K-6
4. Attitudes Toward School and Climate, Grades K-3
5. Attitudes Toward School, Grades 4-7
6. Estes Reading Attitude Inventory, Grades 3-12
7. Oklahoma Scale for Grades 4-7
   - Your Feelings about School
   - Your Feelings about Yourself
   - Your Feelings about Yourself and Others

B. Secondary Level

8. Oklahoma City Secondary Self-Esteem Inventory, Grades 8-12
9. Secondary Classroom Learning Environment Inventory, Grades 8-12
10. Estes Reading Attitude Inventory, Grades 3-12 (same as above)
11. Oklahoma Scale for Grades 8-12 (same as above)

II. Teacher and Administrator Inventories

12. Hoyle Learning Climate Inventory, Teacher Form
13. Hoyle Learning Climate Inventory, Administrator Form
14. Wright Job Satisfaction Inventory
15. Affective Environment Inventory for Teachers
16. Values Clarification Questionnaire

III. General Inventories for Teacher, Student, Parents, Administrators, etc.

17. C.F. Kettering School Climate Profile
18. Group Roles, Positive and Negative
19. Majority-Minority Opinionnaire

IV. Teacher Reporting on Students

20. Classroom Behavior Inventory

The Way I Feel Inventory

SOURCE: Research Department, Oklahoma City Public Schools

PURPOSE: This instrument is designed to reflect how the student feels about himself, his friends, and his school.

GRADES: K-3

ADMINISTRATION: The instrument is administered individually. The teacher reads each statement aloud twice and records student responses on the separate student profile sheet. Teacher's Manual with full instructions for administration can be obtained by writing the Research Department, Oklahoma City Public Schools.

SCORING: Responses are hand scored directly on the student's profile sheet. The twenty items hava a maximum value of five points each, making 100 the maximum score for the inventory.

NORMS:

NORMS FOR THE WAY I FEEL SELF-ESTEEM INVENTORY
1973-1974

Raw Score	z	%tile*	Raw Score	z	%tile*
100	2.27	99	77	- .10	46
99	2.16	98	76	- .21	42
98	2.06	98	75	- .31	38
97	1.96	97	74	- .41	34
96	1.86	97	73	- .52	30
95	1.75	96	72	- .62	27
94	1.65	95	71	- .72	24
93	1.55	94	70	- .82	21
92	1.44	93	69	- .93	18
91	1.34	91	68	-1.03	15
90	1.24	89	67	-1.13	13
89	1.13	87	66	-1.24	11
88	1.03	85	65	-1.34	9
87	.93	82	64	-1.44	7
86	.82	79	63	-1.55	6
85	.72	76	62	-1.65	5
84	.62	73	61	-1.75	4
83	.52	70	60	-1.86	3
82	.41	66	59	-1.86	3
81	.31	62	58	-2.06	2
80	.21	58	57	-2.16	2
79	.10	54	56	-2.27	1
78	.00	50			

Mid %tile rank (average) = 78 Standard Deviation = 9.7

*Percentile rank of a score gives the percentage of students who scored lower than the given score.

SUGGESTED USES: This inventory is especially useful when administered before and after the learning experience to determine growth.

Children's Self-Esteem Inventory

SOURCE: Research Department, Oklahoma City Public Schools

PURPOSE: To have the student assess his self-esteem as related to general self-concept, interpersonal relationships, and school success.

GRADES: The test was normed for students in grades 4-8. It is not recommended for students in other grades unless (1) their reading level matches that of the test, and (2) their psychological development matches that of the test.

ADMINISTRATION: This test was designed and normed for groups of 5-30; taking it in a group makes the student feel less conspicuous. If there are words that a student cannot understand, there are alternate words and phrases printed in parentheses on the test form. The teacher can substitute other words when needed, but this should not be a common practice.

If there are members of the group who cannot read well enough to complete the form alone, the teacher may elect to read each item aloud twice to the entire group as the students read the items to themselves.

The purpose and directions should be read aloud to the students, and the person administering the test should explain how the results will be used.

SCORING: A scoring key is provided; a raw score total of 40 is possible. An item analysis is also included, making it possible to score each of the three subtests separately: (1) general self-esteem, (2) others, and (3) school.

NORMS: Percentile norms are provided. The midpercentile score was 27.0; the standard deviation, 5.67. Test-retest reliability was 0.88 over a five-week period for 478 fifth graders.

To support the validity of the instrument for mutual support of cognitive outcomes in education, a VARIMAX factor analysis was conducted. Word Knowledge and Reading Comprehension subscales of the MAT correlated significantly with the self-esteem factor at the .01 level of confidence. The significant loadings are as follows:

Subtest	Self-Esteem Factor Loadings
Word Knowledge	.643
Reading Comprehension	.477
Children's Self-Esteem Inventory	.932

INTERPRETATION: A group of students or an individual can be compared to the norms of this test as the result of a single testing session. Pre-post test results can also be used to study self-esteem growth in a group of students. It is recommended that raw scores be used in most statistical tests rather than the percentile scores.

NORMS FOR CHILDREN'S SELF-ESTEEM INVENTORY

Raw Score	z	%tile*	Raw Score	z	%tile*
45	3.17	99	22	- .88	19
44	3.00	99	21	-1.06	14
43	2.82	99	20	-1.23	11
42	2.65	99	19	-1.41	8
41	2.47	99	18	-1.59	6
40	2.29	99	17	-1.76	4
39	2.12	98	16	-1.94	3
38	1.94	97	15	-2.12	2
37	1.76	96	14	-2.29	1
36	1.59	94	13	-2.47	1
35	1.41	92	12	-2.65	1
34	1.23	89	11	-2.82	1
33	1.06	86	10	-2.99	1
32	.88	81	9	-3.17	1
31	.71	76	8	-3.35	1
30	.53	70	7	-3.53	1
29	.35	64	6	-3.70	1
28	.18	57	5	-3.88	1
27	.00	50	4	-3.88	1
26	- .18	43	3	-3.88	1
25	- .35	36	2	-3.88	1
24	- .53	30	1	-3.88	1
23	- .71	24			

Mid %tile rank (average) = 27.0 Standard Deviation = 5.67

Directions for Administering the Children's Self-Esteem Inventory

Directions to teachers:

1. Read the instructions to the students. Emphasize that there are no right or wrong answers; we just want to know how they usually feel about themselves, their friends, and school.

2. Read each item out loud twice while students read to themselves and respond "Like Me" or "Unlike Me."

3. When reading the questions, the teacher does not have to read what is in the parentheses. She can substitute a better phrase or word if the students do not understand the meaning of any words on the inventory.

4. Teachers should not try to provide the appropriate responses for students by using voice inflection. Read all items with the same emotional level in the voice.

5. A key is provided to obtain students' scores from 0-40. Percentile norms are also available to determine how a student or class compares with the norming group of 2nd and 5th graders.

CHILDREN'S SELF-ESTEEM INVENTORY
OKLAHOMA CITY PUBLIC SCHOOLS

Name_____School_____

Teacher_____Grade_____Date_____

Sex_____Age_____Race_____

INSTRUCTIONS: If the statement describes how you usually feel, put a check (✓) in the column "LIKE ME." If the statement does not describe how you usually feel, put a check (✓) in the column "UNLIKE ME." There are no right answers. Words or phrases in parentheses add meaning to the statement.

		LIKE ME	UNLIKE ME
1.	I spend a lot of time daydreaming.	____	____
2.	I'm Pretty sure of myself.	____	____
3.	I would rather be myself than anyone else.	____	____
4.	I'm easy to like.	____	____
5.	I enjoy talking in front of the class.	____	____
6.	I wish I were younger.	____	____
7.	There are many things about myself that I would change if I could.	____	____
8.	I can make up my mind without too much trouble.	____	____
9.	I'm a lot of fun to be with.	____	____
10.	I'm happy with (proud of) my school work.	____	____
11.	Someone usually has to tell me what to do.	____	____
12.	I can adjust to (get used to) new things easily.	____	____
13.	I seldom do things that I am sorry for later.	____	____
14.	I have many friends my own age.	____	____
15.	I do the best work that I can in class.	____	____
16.	I don't give in easily when I think I'm right.	____	____
17.	I can take care of myself.	____	____
18.	I'm usually happy.	____	____
19.	I would rather play with children younger than I am.	____	____
20.	I don't like to be called on in class.	____	____

		LIKE ME	UNLIKE ME
21.	I have reasons for the things that I do.	____	____
22.	Things are all mixed up in my life.	____	____
23.	I can make up my mind and stick to it.	____	____
24.	Kids like my ideas.	____	____
25.	I'm not doing as well in school as I'd like.	____	____
26.	I really like being a boy (or girl).	____	____
27.	I'm not ashamed of what I am.	____	____
28.	I like the way I look.	____	____
29.	I like being with other people.	____	____
30.	I seldom feel upset (uneasy) in school.	____	____
31.	If I have something to say, I say it.	____	____
32.	I don't care what happens to me.	____	____
33.	I think I'm doing O.K.	____	____
34.	Kids pick on me.	____	____
35.	My teacher likes me.	____	____
36.	I really get upset when I'm fussed at (scolded).	____	____
37.	Things usually don't bother (upset) me for very long.	____	____
38.	I can be trusted.	____	____
39.	Other people are liked better than I am.	____	____
40.	My school work makes me feel discouraged (hopeless.)	____	____

I. Terminal Objective - The student demonstrates behaviors which indicate regard of himself as a person of worth and value.

Key: - = Correct answer: Unlike Me
+ = Correct answer: Like Me

A. Objective: Chooses own courses of action (adequacy)

-11. Someone usually has to tell me what to do.
+13. I seldom do things that I am sorry for later.
+23. I can make up my mind and stick to it.
-32. I don't care what happens to me.

B. Objective: Selects and defends a position

+ 2. I'm pretty sure of myself.
+ 8. I can make up my mind without too much trouble.
+16. I don't give in easily when I think I'm right.
+21. I have reasons for the things that I do.
+31. If I have something to say, I say it.

C. Objective: Accepts his perception of himself in general

- 1. I spend a lot of time daydreaming.
+ 3. I would rather be myself than anyone else.
- 6. I wish I were younger.
- 7. There are many things about myself that I would change if I could.
+12. I can adjust to (get used to) new things easily.
+17. I can take care of myself.
+18. I'm usually happy.
-22. Things are all mixed up in my life.
+24. Kids like my ideas.
+26. I really like being a boy (or girl.)
+27. I'm not ashamed of what I am.
+28. I like the way that I look.
+33. I think I'm doing O.K.
+37. Things usually don't bother (upset) me for very long.
+38. I can be trusted.

D. Objective: Accepts failure and success

-36. I really get upset when I'm fussed at (scolded.)

II. Terminal Objective - The student assumes a positive role in interpersonal relationships.

A. Objective: Understand and accept one another (peers)

+ 4. I'm easy to like.
+ 9. I'm a lot of fun to be with.
+14. I have many friends my own age.
-19. I would rather play with children younger than I am.
+29. I like being with other people.
-34. Kids pick on me.
+35. My teacher likes me.
-39. Other people are liked better than I am.

B. Objective: Assumes various roles in goal-oriented groups.

III. Terminal Objective - The student demonstrates behaviors which indicate positive adjustment to the school environment.

A. Objective: Confidence in front of others

+ 5. I enjoy talking in front of the class.
-20. I don't like to be called on in class.
+30. I seldom feel upset (uneasy) in school.

B. Objective: Pride in school work

+10. I'm happy with (proud of) my school work.

C. Objective: Achieves at highest level possible.

+15. I do the best work that I can in class.
+25. I'm not doing as well in school as I'd like.
-40. My school work makes me feel discouraged (hopeless).

Elementary Classroom Learning Environment Inventory

By Gary J. Anderson and Herbert J. Walburg, 1968. Revised 1969 by Ronald E. Cayne

SOURCE: Research Department, Oklahoma City Public Schools

PURPOSE: This self-report instrument measures a student's perception of the learning environment in his/her classroom. Six factors are measured: (1) Satisfaction, (2) Competition, (3) Friction, (4) Cohesiveness, (5) Difficulty, and (6) Environments.

AGES: Ages 5-10, Grades K-6

ADMINISTRATION: This instrument may be used individually or with a small group. Items may be read aloud for students who are unable to read. The administrator should work through the example item with the group, making sure that all students understand the procedure to be followed. Estimated time for administration is 30 minutes.

SCORING: A raw score may be obtained by counting the correct responses. The correct response to all items is yes, and there are 42 items.

NORMS: None available.

INTERPRETATIONS: The instrument should prove useful in providing teachers with a profile of student perceptions on each of the factors measured. If many students share the same perception, the teacher will need to examine teaching practices for cause-effect relationships.

ELEMENTARY LEARNING ENVIRONMENT INVENTORY
OKLAHOMA CITY PUBLIC SCHOOLS

DIRECTIONS: This is not a test. The questions inside are to find out what your class is like. Please answer all the questions.

Each sentence is meant to describe your class. If you agree with the sentence, answer yes. If you don't agree with the sentence, answer no.

First, look at your answer card and note that it is numbered 1-40 on each side. Begin with question 1, PART ONE, and place all your answers on this card. After answering questions 1-40 in PART ONE, turn the card over and answer questions 41-43 under PART TWO. The answer to question 41 will be answered as question 1, PART TWO.

Example

	Yes	No
1. Most children in the class are good friends.	0 0	0 0
If you think that most children in the class are good friends, answer yes by filling in the first bubble:	● 0	0 0

Yes No

If you do not think that most children in the class are good friends, answer no by filling in the second bubble: 0 ● 0 0

Leave the last two bubbles blank; fill in the first two bubbles only when answering Yes or No. Make no marks on this booklet.

1. The pupils enjoy their schoolwork in my class.
2. Our class has many good books to read.
3. The same people always do the best work in our class.
4. In our class the work is hard to do.
5. My best friends are in my class.
6. Some of the children in our class are mean.
7. Most pupils are pleased with the class.
8. Children often race to see who can finish first.
9. Many children in the class play together after school.
10. Many children must have help to do their work.
11. I like to show the classroom to my friends and parents.
12. Most children want their work to be better than their friends' work.
13. There are many fun things to see in our class.
14. Only the smart people can do the work in our class.
15. In my class everybody is my friend.
16. Most of the children in my class enjoy school.
17. Some pupils don't like other pupils.
18. Pupils work and play in many places in the room.
19. In my class I like to work with others.
20. Most children say the class is fun.
21. Some people in my class are not my friends.
22. Children have secrets with other children in the class.
23. Children often find their work hard.
24. Most children want to finish their work first.
25. Some children don't like other children.
26. Most pupils are happy in the class.
27. All of the children know each other well.
28. Pupils work with toys and games around the room.
29. Children seem to like the class.
30. Certain pupils always want to have their own way.
31. All pupils in my class are close friends.

32. In our class some pupils always want to do best.
33. Our class has enough space to work and play.
34. Many pupils in our class say that school is hard.
35. Children in our class fight a lot.
36. All of the pupils in my class like one another.
37. Some pupils always do better than the rest of the class.
38. Classwork is hard to do.
39. Certain pupils don't like what other pupils do.
40. A few children in my class want to be first all of the time.
41. The class is fun.
42. There is room for me to work by myself or with others.

1. Satisfaction
   1. The pupils enjoy their schoolwork in my class.
   7. Most pupils are pleased with the class.
   16. Most of the children in my class enjoy school.
   20. Most children say the class is fun.
   26. Most pupils are happy in class.
   29. Children seem to like the class.
   41. The class is fun.

2. Competition
   3. The same people always do the best work in our class.
   8. Children often race to see who can finish first.
   12. Most children want their work to be better than their friends' work.
   24. Most children want to finish first.
   32. In our class some pupils always want to do best.
   40. A few children in my class want to be first all of the time.
   37. Some pupils always do better than the rest of the class.

3. Friction
   6. Some of the children in our class are mean.
   17. Some pupils don't like other pupils.
   21. Some people in my class are not my friends.
   25. Some children don't like other children.
   30. Certain pupils always want to have their own way.
   35. Children in our class fight a lot.
   39. Certain pupils don't like what other pupils do.

4. Cohesiveness
   5. My best friends are in my class.
   9. Many children in the class play together after school.
   15. In my class everybody is my friend.
   19. In my class I like to work with others.
   22. Children have secrets with other children in the class.
   27. All of the children know each other well.

31. All pupils in my class are close friends.
36. All of the pupils in my class like one another.

5. Difficulty

4. In our class the work is hard to do.
10. Many children must have help to do their work.
14. Only the smart people can do the work in our class.
23. Children often find their work hard.
34. Many pupils in our class say that school is hard.
38. Classwork is hard to do.

6. Physical Environment

2. Our class has many good books to read.
11. I like to show the classroom to my friends and parents.
13. There are many fun things to see in our class.
18. Pupils work and play in many places in the room.
28. Pupils work with toys and games around the room.
33. Our class has enough space to work and play.
42. There is room for me to work by myself or with others.

Attitudes Toward School and Classroom Climate

SOURCE: Downer's Grove School District, Illinois

PURPOSE: To have primary students assess the climate of the school and the teacher's classroom as related to such factors as satisfaction, interest, fairness, difficulty, and teacher kindness.

GRADES: K-3. May be used with other groups when the reading level is appropriate.

ADMINISTRATION: The test is recommended for groups; taking it makes the student feel more anonymous and less conspicuous. If there are members of the group who cannot read well enough to complete the form alone, the teacher may read each item aloud twice to the entire group as the students read the items to themselves. The purpose and directions should be read aloud, and the person administering the test should explain how the results will be used.

SCORING: There are two sections to this: Test I concerns school and the other concerns the teacher. A +20 in either section would indicate a very positive attitude while a -20 would indicate a very negative attitude. The "maybe's" are scored 0.

NORMS: None available.

INTERPRETATIONS: Pre-post results for groups of students in the school would be useful when improvement in school or teacher attitudes is desired by teachers, administrators, counselors, etc. Because the student does not give his name, individual scores can not be obtained or used.

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ATTITUDES TOWARD SCHOOL AND TEACHER
PRIMARY LEVEL

These are things that people say about school and teachers. If the sentence tells how you usually feel about your school or your teacher, circle "T" for true. If the sentence does not tell how you usually feel about your school or your teacher, circle "F" for false. If you are not sure how you feel, circle "M" for maybe.

T	F	M	1.	I like school.
T	F	M	2.	My teacher does not like me.
T	F	M	3.	My teacher is kind.
T	F	M	4.	I learn many things at school.
T	F	M	5.	I do not like school.
T	F	M	6.	My teacher has a loud voice.
T	F	M	7.	I would rather be at school than at home.
T	F	M	8.	I do good work in school.
T	F	M	9.	My teacher is mean.
T	F	M	10.	I am not happy at school.
T	F	M	11.	My teacher does not know anything.
T	F	M	12.	I do interesting things at school.
T	F	M	13.	My teacher is fair with us.
T	F	M	14.	School is boring.
T	F	M	15.	My teacher looks happy.
T	F	M	16.	My teacher is helpful.
T	F	M	17.	School is not fun.
T	F	M	18.	There are too many rules at school.
T	F	M	19.	My teacher always wants me to do hard work.
T	F	M	20.	I am happy at school.
T	F	M	21.	My teacher has a nice voice.
T	F	M	22.	I don't learn anything at school.
T	F	M	23.	My teacher likes school.
T	F	M	24.	School is fun.
T	F	M	25.	My teacher is unfair with us.
T	F	M	26.	There are only a few rules at school.
T	F	M	27.	My teacher likes me.
T	F	M	28.	I would rather be at home than in school.
T	F	M	29.	My teacher looks unhappy.
T	F	M	30.	I do poor work in school.

T	F	M	31.	I like the things we do in school.
T	F	M	32.	My teacher is fair with us.
T	F	M	33.	My teacher thinks I am dumb.
T	F	M	34.	My teacher is not helpful.
T	F	M	35.	I do not like to work in school.
T	F	M	36.	My teacher knows many things.
T	F	M	37.	I do not like the things we do in school.
T	F	M	38.	My teacher wants us to have fun learning.
T	F	M	39.	I like to work in school.
T	F	M	40.	My teacher thinks that I can do many things well.

	School		Teacher	
	+1 Positive	-1 Negative	+1 Positive	-1 Negative
1.	T	F		
2.			F	T
3.			T	F
4.	T	F		
5.	F	T		
6.			F	T
7.	T	F		
8.	T	F		
9.			F	T
10.	F	T		
11.			F	T
12.	T	F		
13.			T	F
14.	F	T		
15.			T	F
16.			T	F
17.	F	T		
18.	F	T		
19.			F	T
20.	T	F		
21.			T	F
22.	F	T		
23.			T	F
24.	T	F		
25.			F	T
26.	T	F		
27.			T	F
28.			F	T
29.	F	T		
30.	F	T		
31.	T	F		
32.			T	F
33.			F	T

	School		Teacher	
	+1 Positive	-1 Negative	+1 Positive	-1 Negative
34.			F	T
35.	F	T		
36.			T	F
37.	F	T		
38.			T	F
39.	T	F		
40.			T	F

Attitudes Toward School

SOURCE: Downer's Grove School District, Illinois

PURPOSE: The students assess the climate of the school as related to such factors as satisfaction with classes, interest, rules, difficulty, subjects taught, etc.

GRADES: May be used in grades 4-7 or at other levels when reading level is appropriate.

ADMINISTRATION: It is recommended that this instrument be administered to groups and not to individuals; taking it in a group makes the student feel more anonymous and less conspicuous. If some students cannot read well enough, the items may be read aloud twice while the students read them to themselves. The purpose and directions should be read to the students, and the person administering the test should explain how the results will be used.

SCORING: Items 1-13 are scored points for each as marked in the circles. These items are to try to determine the student's general attitude toward school.

Items 14-38 are scored points for each answer as marked in the circles after each statement. The points are also recorded as to whether they were in the A group or the B group. If a student or group has a high percentage of their points on 14-38 in the A group, they appear to favor a structured, more traditional situation in school. If the student or group has a high percentage of points in the B group, they appear to favor a relatively unstructured liberal situation in school.

NORMS: None available.

INTERPRETATIONS: Pre-post test results for groups of students in the school would be useful when improvement in school attitude is desired by administrators, teachers, counselors, etc. The results of individual students cannot be obtained if the present form of the test is used because the name of the student is not recorded.

INTERMEDIATE ATTITUDE TOWARD SCHOOL

School Survey

The purpose of this survey is to find out how groups of students feel about school. Do not put your name on the survey. Be as honest as you can. This survey is confidential and in no way affects your school grades.

Directions: Read the statements below. If you agree with the statement, put an X in the circle under STRONGLY AGREE after the statement. If you agree somewhat put an X in the circle under AGREE SOMEWHAT. If you disagree a little with the statement put an X in the circle under DISAGREE SOMEWHAT. If you disagree with the statement put an X in the circle under STRONGLY DISAGREE. Be sure to mark an answer for each statement.

	Strongly Agree	Agree Somewhat	Disagree Somewhat	Strongly Disagree
1. School is fun.	(4)	(3)	(2)	(1)
2. School is dull and boring.	(1)	(2)	(3)	(4)
3. The best part of going to school is recess.	(1)	(2)	(3)	(4)
4. The subjects in school are interesting to me.	(4)	(3)	(2)	(1)
5. Teachers are boring.	(1)	(2)	(3)	(4)
6. School should be in session only 4 days a week.	(1)	(2)	(3)	(4)
7. During the summer vacation I get bored and wish I were back in school again.	(4)	(3)	(2)	(1)
8. Very few of my teachers have been interesting.	(1)	(2)	(3)	(4)
9. Students listen to what a teacher says and do not care what he/she does.	(1)	(2)	(3)	(4)
10. My friends like school.	(4)	(3)	(2)	(1)
11. There should be time in school for teachers and students to get together to discuss problems.	(4)	(3)	(2)	(1)
12. School has helped me a lot.	(4)	(3)	(2)	(1)
13. It doesn't matter what a teacher says, it is what he/she does that is most important.	(4)	(3)	(2)	(1)
14. Students who break school rules on purpose should be kicked out.	(2) - A -	(1)	(1) - B -	(2)
15. When students wear sloppy casual clothes to school, they can't study as well.	(2) - A -	(1)	(1) - B -	(2)
16. Students should be able to wear anything they want to school.	(2) - A -	(1)	(1) - B -	(2)
17. School rules are not necessary.	(2) - B -	(1)	(1) - A -	(2)
18. More interesting subjects should be offered in school than the ones we have now.	(2) - B -	(1)	(1) - A -	(2)
19. I think it would be best if students could pick their own teachers.	(2) - B -	(1)	(1) - A -	(2)
20. Teachers should be strict in class.	(2) - A -	(1)	(1) - B -	(2)
21. Each class should make up its own rules.	(2) - B -	(1)	(1) - A -	(2)
22. Teachers should not be strict in school.	(2) - B -	(1)	(1) - A -	(2)
23. Students should be able to talk informally with teachers after school.	(2) - B -	(1)	(1) - A -	(2)
24. You never learn anything from teachers that are fun.	(2) - A -	(1)	(1) - B -	(2)
25. A subject that is fun and easy to learn is not as good for you as a hard one.	(2) - A -	(1)	(1) - B -	(2)
26. You learn the most from teachers that are easy.	(2) - A -	(1)	(1) - B -	(2)
27. Students do not learn from teachers that are strict.	(2) - B -	(1)	(1) - A -	(2)
28. A school must have rules.	(2) - A -	(1)	(1) - B -	(2)
29. Students and teachers should make school rules.	(2) - B -	(1)	(1) - A -	(2)
30. Only students should set the rules for school.	(2) - B -	(1)	(1) - A -	(2)
31. Teachers should be able to wear anything they want to school.	(2) - B -	(1)	(1) - A -	(2)
32. The school should teach about current social problems (race, war, pollution, etc.	(2) - B -	(1)	(1) - A -	(2)
33. Students should follow school rules.	(2) - A -	(1)	(1) - B -	(2)
34. Students should be able to go to school if they feel like it, not because they have to.	(2) - L -	(1)	(1) - C -	(2)

	Strongly Agree	Agree Somewhat	Disagree Somewhat	Strongly Disagree
35. Field trips are fun, but they do not help me learn very much.	(2) - C -	(1)	(1) - L -	(2)
36. There should be time in school for students to get together to discuss problems.	(2) - L -	(1)	(1) - C -	(2)
37. School does not offer enough subjects.	(2) - L -	(1)	(1) - C -	(2)
38. The principal and teacher should say what the rules are.	(2) - C -	(1)	(1) - L -	(2)

Estes Reading Attitude Inventory

AUTHOR: Thomas H. Estes, Director of the McGuffy Reading Center, University of Virginia

SOURCE: Research Department, Oklahoma City Public Schools

PURPOSE: This instrument is designed to measure how a student feels about reading.

GRADES: Grades 3-12.

ADMINISTRATION: Designed as a group test, this instrument is recommended for pre-post testing (October-May). The teacher can note changes in attitudes toward reading by subtracting the score of the pretest from that of the post test.

Students should be assured that their responses will not affect their grades.

Some statements are positive; some are negative. Responses to these statements differ in value. To agree with a negative statement reflects a negative attitude; to agree with a positive statement reflects a positive attitude. The following response value scale allows teachers to evaluate student responses.

	Response Values				
Items:	A	B	C	D	E
The negative items:					
Nos. 1, 3, 4, 6, 8, 9, 11, 12, 13, 16, 17, 20	1	2	3	4	5
The positive items:					
Nos. 2, 5, 7, 10, 14, 15, 18, 19	5	4	3	2	1

Response values to assign to each possible response to each item.

The student's total score is a quantitative reflection of his attitude toward reading.

SCORE RANGES

	Below Average	Average	Above Average
Grades 3-6	Up to 90	91-121	122 and Higher
Grades 7-12	Up to 80	81-114	115 and Higher

READING ATTITUDE INVENTORY

Name_____ Date_____

Directions: Following each statement, place the corresponding letter from the key which indicates how you really, honestly feel about each statement. This is not graded.

Key: A - Strongly Agree
B - Agree
C - Undecided
D - Disagree
E - Strongly Disagree

1. Reading is for learning but not for enjoyment.
2. Money spent on books is money well-spent.
3. There is nothing to be gained from reading books.
4. Books are a bore.
5. Reading is a good way to spend spare time.
6. Sharing books in class is a waste of time.
7. Reading turns me on.
8. Reading is only for grade-grubbers.
9. Books aren't usually good enough to finish.
10. Reading is rewarding to me.
11. Reading becomes boring after about an hour.
12. Most books are too long and dull.
13. Free reading doesn't teach anything.
14. There should be more time for free reading during the school day.
15. There are many books which I hope to read.
16. Books should not be read except for class requirements.
17. Reading is something I can do without.
18. A certain amount of summer vacation should be set aside for reading.
19. Books make good presents.
20. Reading is dull.

Oklahoma Scale for Grades 4-7

SOURCE: Research Department, Oklahoma City Public Schools

PURPOSE: Scale 1: Your Feelings About School is composed of two subscales: feelings about yourself as a student and feelings about school.

Scale 2: Your Feelings About Yourself is designed to assess the student's self-concept and feelings of dignity, worth, and independence.

Scale 3: Your Feelings About Yourself and Others is designed to assess attitudes of elementary and secondary students toward their own social and interpersonal relationships.

GRADES: May be used in grades 4-12. Students with reading problems may need assistance.

ADMINISTRATION: This group test may be administered to classes of regular size. It is also appropriate for larger groups.

SCORING: Students record answers on an answer sheet which may be hand scored with a key or machine scored.

NORMS: Percentile ranks are available for school size and ethnic groups.

INTERPRETATION: Students who score high on the scales have a positive attitude toward themselves and others. They are likely to feel comfortable working and interacting with other students.

YOUR FEELINGS ABOUT SCHOOL

Following each statement, place the corresponding letter from the key which best shows how much you agree or disagree with the statement.

Key: A - Strongly agree
B - Agree
C - Agree as much as disagree
D - Disagree
E - Strongly disagree

1. I like school.
2. I wish I didn't have to go to school.
3. Time spent in school is time wasted.
4. Nothing is more important to me than doing well in school.
5. I hate homework and other extra work.
6. I don't care how well I do in school.
7. I enjoy working on most of my school projects.
8. Most of the things I learn in school are important.
9. It's fun to be at school.
10. Nothing you learn in school is very important.
11. I would rather do anything than study.
12. School won't help me with what I want to do in life.
13. School is dull and boring.
14. Most of my school work is a waste of time.
15. I would rather have a job than go to school.
16. Doing well in school is important to me.
17. I do only as much work as I need to to get by in school.
18. You can't expect to get anywhere in life if you don't do well in school.
19. The things we learn in school are interesting.
20. There is nothing I would rather do than go to school.
21. The only interesting thing in school is my friends.

YOUR FEELINGS ABOUT YOURSELF AS A STUDENT

Following each statement, place the corresponding letter from the key that best shows how much you feel each of the statements is like you.

Key: A - Very much like me
B - Quite a bit like me
C - Somewhat like me
D - Not much like me
E - Not at all like me

22. I am a good student.
23. I do most things well.
24. My study periods are usually well spent.
25. I get bored easily with most things I start.
26. I am a hard worker.
27. I need help with most of my school work.
28. I like to do a good job on anything I start.
29. I have trouble making myself study when I know I should.
30. I don't know how to study.
31. I give up quickly if I don't understand something.
32. I do as well in school as my teacher expects me to.
33. I am not interested in many things we do in school.
34. I usually plan my work well in school.
35. I try to be careful about my work.
36. I can't work on one thing for very long.
37. My school work is too hard for me.
38. When I start something I stay with it until I finish it.
39. I am proud of the way I do my work.
40. I feel that I am doing well in school.

YOUR FEELINGS ABOUT YOURSELF

Following each statement, place the corresponding letter from the key that best shows how much you feel each of the statements is like you.

Key: A - Very much like me
B - Quite a bit like me
C - Somewhat like me
D - Not much like me
E - Not at all like me

41. Sometimes I am too careless.
42. I can do most things well.
43. I feel I am just as important as anyone else.
44. I have trouble deciding what is right.
45. I am pretty sure of myself.
46. There are a lot of things about myself I would change if I could.
47. I become discouraged rather easily.
48. I am good at figuring things out for myself.
49. I like myself the way I am.

50. I don't understand why I do some of the things I do.
51. I have a lot of self-confidence.
52. I feel good about myself.
53. I can usually take care of myself.
54. Sometimes I wish I were someone else.
55. I don't have any good ideas.
56. I am generally sure of my ability.
57. If people really knew me, I don't see how they could like me.
58. I often wonder if I am doing the right thing.
59. I don't have a lot of self-confidence.
60. I like being me.
61. I don't know for sure what I believe in.
62. I need help with most things I do.
63. I am not a very nice person.
64. I feel I have a pretty good understanding of what life is all about.
65. I can't seem to do anything right.
66. I am proud of myself most of the time.
67. I don't trust my own feelings, because they are too often wrong.
68. There is nothing about me anyone could like.
69. Sometimes I feel I really don't understand myself.
70. Things I do never turn out right.
71. I don't like myself.
72. I think I know myself fairly well.
73. I give up too easily.
74. There are a lot of things about me I really like.
75. I usually know what is right for me.
76. I doubt that I will ever amount to anything.
77. I often do things without thinking.
78. I feel I have a very deep understanding of things.
79. I know where I am going in life.
80. I usually think before I act.

YOUR FEELINGS ABOUT YOURSELF AND OTHERS

Following eacn statement, place the corresponding letter from the key that best shows how much you feel each of the statements is like you.

Key: A - Very much like me
B - Quite a bit like me
C - Somewhat like me
D - Not much like me
E - Not at all like me

81. I am an important person to my friends.
82. I get along well with most people.
83. I am a shy person.
84. I often feel lonely.
85. I like people.
86. I don't know what to say when I am with people I don't know well.
87. I often feel left out of things other kids do.
88. I feel that I am a warm, friendly person.

89. I feel uncomfortable around people I don't know.
90. I have a lot of friends.
91. I like to share things with other people.
92. I get nervous when I have to talk in class.
93. I don't feel really accepted by many people.
94. I try to include other people in my plans.
95. I am afraid people will laugh at me if I say something wrong or do something stupid.
96. I often feel that people are making fun of me.
97. I can be friendly with people who don't believe as I do.
98. I am easily embarrassed.
99. I don't know anyone I could really call a true friend.
100. I often go out of my way to help people.
101. When I am in a group, I usually don't say much for fear I will say the wrong thing.
102. I enjoy working with other people.
103. I find it hard to talk when I meet new people.
104. A lot of kids in school don't like me.
105. I would rather do something for a friend than for myself.
106. I worry about what other people think about me.
107. I doubt that I ever will have many close friends.
108. I like to share my ideas with others.
109. It bothers me when I think people are looking at me.
110. I am interested in people and like to make new friends.
111. I usually don't have a good time at parties.
112. I find it hard to talk to my classmates.
113. It is important to me that people feel they can depend on me.
114. I can get help from other students when I need it.
115. I feel I should be concerned about other people's problems.
116. I don't think many people care what happens to me.
117. I try to understand how other people feel.
118. Most people like me.
119. I often go out of my way to help people.
120. If I were to move to another school, my friends would miss me a lot.

Oklahoma City Secondary Self-Esteem Inventory

SOURCE: Research Department, Oklahoma City Public Schools

PURPOSE: This self-report instrument measures student perceptions on three subscales: (1) General Perception of Self, (2) Peer Relations, and (3) School Perception.

GRADES: Grades 8-12

ADMINISTRATION: This instrument may be used individually or with a group. Items may be read aloud for those students needing such assistance. As each item is read, the student is asked to check "like me" or "unlike me" to indicate the way he ually feels about the statement. Estimated time for administration is 20 minutes.

SCORING: Raw scores are obtained by counting the number of correct responses. Maximum score is 45. Use the item key to determine a

score for each subscale. Maximum score for the General Perception subscale is 24; the School Perception subscale, 8; and the Peer Perception subscale, 13.

NORMS: Percentile norms are enclosed. The raw score mean was 30.6 with a standard deviation of 5.7 for the norming group of 318 eighth and tenth graders. The Kuder-Richardson (KR_{20}) internal consistency reliability correlation was 0.75.

To determine whether positive significant relationships existed between the Secondary Self-Esteem Inventory, Stanford Achievement Tests, and Otis-Lennon Mental Abilities Test, a VARIMAX factor analysis was conducted on the test scores. IQ, Self-Esteem, and the Math Computation subtests of the Stanform correlated significantly on the self-esteem factor after interpretation. The significant correlations (factor loadings) are given in the table below:

Test	Self-Esteem Factor Loadings (Correlations)
Otis-Lennon	.479**
Secondary Self-Esteem	.875**
Matn Computation	.627**

**Correlation significant at .01 level

INTERPRETATION: A group of students or an individual can be compared to the norms of this test as the result of a single testing session. Pre-post test results can also be used to study self-esteem growth of a group. It is recommended that raw scores be used in most statistical tests rather than the percentile norms. After such statistical techniques have been conducted, the means which occur can be compared to the norms for percentile interpretations.

DEPARTMENT OF RESEARCH AND STATISTICS
OKLAHOMA CITY PUBLIC SCHOOLS
SECONDARY SELF-ESTEEM INVENTORY

Score 45 Maximum

Name_____School_____

Teacher_____Grade_____Date_____

Sex_____Age_____Race_____

INSTRUCTIONS: If the statement describes how you usually feel, put a check (√) in the column "LIKE ME." If the statement does not describe how you usually feel, put a check (√) in the column "UNLIKE ME." There are no right answers. Words or phrases in parentheses add meaning to the statement.

ITEM KEY: G - General self
S - School perception
P - Peer relations

		Correct Answers LIKE ME	UNLIKE ME
G 1.	I can usually make up my mind about something without asking anyone first.	X	
G 2.	I don't give in easily when I think I'm right.	X	
G 3.	I would rather be myself than anyone else.	X	
G 4.	I really get upset when I fail at anything.		X
S 5.	I enjoy talking in front of the class.	X	
S 6.	I recheck my school work to make sure that it is neat and correct.	X	
S 7.	I do the best work that I can in class.	X	
P 8.	I'm easy to like.	X	
P 9.	I like to be the leader in all activities.		X
G 10.	Someone usually has to tell me what to do.		X
G 11.	I have reasons for the things that I do.	X	
G 12.	I can take care of myself.	X	
G 13.	I don't make a big deal out of being right.	X	
S 14.	I don't like to be called on in class.		X
S 15.	I'm proud of my school work.	X	
S 16.	I'm not doing as well in school as I'd like.		X
P 17.	People like my ideas.	X	
P 18.	Getting along with others is more important to me than always being first.	X	
G 19.	I seldom do things that I am sorry for later.	X	
G 20.	If I have something to say, I say it.	X	
G 21.	There are many things about myself that I would change if I could.		X
G 22.	I learn from my mistakes.	X	
S 23.	I'd be pleased to have examples of my classwork displayed during open house.	X	
S 24.	My school work makes me feel discouraged.		X
P 25.	People often embarrass or hurt me.		X
P 26.	I like to share leadership responsibilities with others.	X	

			Correct Answers LIKE ME	UNLIKE ME
G	27.	I don't care what happens to me.	___	X
G	28.	I like to debate my ideas.	X	___
G	29.	I can be trusted.	X	___
G	30.	When I'm wrong, I like for people to tell me.	X	___
P	31.	Other people are liked better than I am.	___	X
P	32.	I would rather work with only my close friends in school activities.	___	X
G	33.	I can make up my mind and stick to it.	X	___
G	34.	I think I can help to change things.	X	___
G	35.	I wish I were younger (or older).	___	X
G	36.	When nice things happen to me, it is only good luck and nothing I did to deserve it.	___	X
P	37.	My interests are shared by other students.	X	___
P	38.	I can seldom make other people do things I want them to do.	___	X
G	39.	There are many things that I would like to do, but I usually go along with what others want.	___	X
G	40.	I think I'm doing O.K.	X	___
G	41.	When bad things happen to me, it is usually someone else's fault.	___	X
P	42.	I have many friends of my own age.	X	___
G	43.	I'm not ashamed of what I am.	X	___
P	44.	I like being with other people.	X	___
P	45.	I try to be friends with another person even if he isn't friendly to me.	X	___

NORMS FOR SECONDARY SELF-ESTEEM INVENTORY

Raw Score	Z	%tile*	Raw Score	Z	%tile*
45	2.92	99	22	-1.50	7
44	2.73	99	21	-1.69	5
43	2.53	99	20	-1.88	3
42	2.34	99	19	-2.07	2
41	2.15	98	18	-2.26	1
40	1.96	97	17	-2.46	1
39	1.77	96	16	-2.65	1
38	1.57	94	15	-2.84	1

Raw Score	Z	%tile*	Raw Score	Z	%tile*
37	1.38	92	14	-3.03	1
36	1.19	88	13	-3.22	1
35	1.00	84	12	-3.42	1
34	.81	79	11	-3.61	1
33	.61	73	10	-3.80	1
32	.42	66	9	-3.99	1
31	.23	59	8	-3.99	1
30	.04	52	7	-3.99	1
29	- .15	44	6	-3.99	1
28	- .35	36	5	-3.99	1
27	- .54	29	4	-3.99	1
26	- .73	23	3	-3.99	1
25	- .92	18	2	-3.99	1
24	-1.11	13	1	-3.99	1
23	-1.31	10			

Mid %tile rank (average) = 29.8 Standard Deviation = 5.21

*Percentile rank of a score gives the percentage of students who scored lower than the given score.

TABLE 1

Item Analysis for Oklahoma City Secondary Self-Esteem Inventory

I. TERMINAL OBJECTIVE: The student demonstrates behaviors which indicate regard for himself as a person of worth and value.

		Percent Responding LIKE ME	UNLIKE ME
A.	Objective: Chooses own courses of action		
1.	I can usually make up my mind about something without asking anyone first.	70	30
10.	Someone usually has to tell me what to do. (-)	38	62
19.	I seldom do things that I am sorry for later.	49	51
27.	I don't care what happens to me. (-)	11	89
33.	I can make up my mind and stick to it.	69	31
39.	There are many things that I would like to do, but I usually go along with what others want. (-)	73	27
B.	Objective: Selects and defends a position		
2.	I don't give in easily when I think I'm right.	87	13

		Percent Responding LIKE ME	UNLIKE ME
11.	I have reasons for the things I do.	89	11
20.	If I have something to say, I say it.	55	45
28.	I like to debate my ideas.	67	33
34.	I think I can help to change things.	70	30

C. Objective: Accepts his perception of himself in general

3.	I would rather be myself than anyone else.	84	16
12.	I can take care of myself.	92	8
21.	There are many things about myself that I would change if I could. (-)	77	23
29.	I can be trusted.	92	8
35.	I wish I were younger (older). (-)	57	43
40.	I think I'm doing O.K.	80	20
43.	I'm not ashamed of what I am.	89	11

D. Objective: Accepts failure and success

4.	I really get upset when I fail at anything. (-)	61	39
13.	I don't make a big deal out of being right.	85	15
22.	I learn from my mistakes.	90	10
30.	When I'm wrong, I like for people to tell me.	84	16
36.	When nice things happen to me, it is only good luck and nothing I did to deserve it. (-)	25	75
41.	When bad things happen to me, it is usually someone else's fault. (-)	15	85

II. TERMINAL OBJECTIVE: The student assumes a positive role in interpersonal relationships.

A. Objective: Understand and accept one another (peers)

8.	I'm easy to like.	82	18
17.	People like my ideas.	53	47
25.	People often embarrass or hurt me. (-)	34	66
31.	Other people are liked better than I am. (-)	60	40
37.	My interests are shared by other students.	73	27
42.	I have many friends my own age.	84	16
44.	I like being with other people.	91	9
45.	I try to be friends with another person even if he isn't friendly to me.	77	23

		Percent Responding LIKE ME	UNLIKE ME

B. Objective: Assumes various roles in goal-oriented groups

9.	I like to be the leader in all activities. (-)	27	73
18.	Getting along with others is more important to me than always being first.	92	8
26.	I like to share leadership responsibilities with others.	80	20
32.	I would rather work with only my close friends in school activities. (-)	45	55
38.	I can seldom make other people do the things I want them to do. (-)	50	50

III. TERMINAL OBJECTIVE: Demonstrates behaviors which indicate positive adjustmen to the school environment

A. Objective: Confidence in front of others

5.	I enjoy talking in front of the the class.	17	83
14.	I don't like to be called on in class. (-)	60	40

B. Objective: Pride in school work

6.	I recheck my school work to make sure that it is neat and correct.	45	55
15.	I'm proud of my school work.	63	37
23.	I'd be pleased to have examples of my classwork displayed during open house.	43	57

C. Objective: Achieves at highest level possible

7.	I do the best work that I can in class.	85	15
16.	I'm not doing as well in school as I'd like.	69	31
24.	My school work makes me feel discouraged.	36	64

Secondary Classroom Learning Environment Inventory

AUTHOR: Gary J. Anderson and Herbert Walberg, Revised 1971 by Ron Schnee, Oklahoma City Public Schools

SOURCE: Research Department, Oklahoma City Public Schools

PURPOSE: This self-report instrument measures a student's perception of the learning environment in the classroom. Fourteen factors are measured: (1) Cohesiveness, (2) Diversity, (3) Formality, (4) Favoritism, (8) Cliqueness, (9) Satisfaction, (10) Disorganization, (11) Difficulty, (12) Apathy, (13) Democratic, and (14) Competitiveness.

GRADES: Grades 6-12

ADMINISTRATION: The instrument may be used individually or with a group. Items may be read aloud to students who have difficulty reading. The test may be consumed, or a separate answer sheet may be devised. Students are to identify the number which best describes their level of agreement with the statements. Estimated time for administration is 20 minutes.

SCORING: A raw score for each subscale may be obtained by identifying those items which are part of each subscale. Maximum for each subscale is 20. A raw score for the total instrument is obtained by adding the scores of all subscales except "Friction." The score of the "Friction" subscale is then subtracted from the total of the other scales. Maxixum score is 240.

NORMS: None available.

INTERPRETATION: If the instrument is administered on a pre-post basis, raw scores may be examined for improvement. Teachers may also prepare a profile which will summarize student perceptions of the learning environment factors.

SECONDARY CLASSROOM LEARNING ENVIRONMENT INVENTORY

The purpose of the following questions is to find out what your class is like. This is not a "test." You are asked to give your honest, frank opinions about the class which you are now attending. All answers are anonymous.

In answering each question go through the following steps:

1. Read the statement carefully.

2. Think about how well the statement describes your class (the one you are now in).

3. Find the letter in the key that corresponds with your opinion of the statement, and place the letter after the statement.

5. You will have approximately 20 minutes to complete the 70 questions.

Key: A - Strongly disagree
B - Disagree
C - Agree
D - Strongly agree

1. Members of the class do favors for one another.
2. The class has students with many different interests.
3. Students who break the rules are penalized.
4. The books, magazines, and equipment students need or want are easily available to them in the classroom.
5. Certain students have no respect for other students.
6. The class knows exactly what it has to get done.
7. The better students' questions are answered more sympathetically than those of the average students.
8. Certain students work only with their close friends.
9. The students enjoy their class work.
10. There are long periods during which the class does nothing.
11. The work of the class is difficult.
12. Failure of the class to meet objectives would mean little to individual members.
13. Class decisions tend to be made by all the students.
14. Most students want their work to be better than their friends' work.
15. A student has the chance to get to know all other students in the class.
16. Class members tend to pursue different kinds of problems.
17. The class has rules to guide its activities.
18. The students would be proud to show the classroom to a visitor.
19. There are tensions among certain groups of students that tend to interfere with class activities.
20. The objectives of the class are specific.
21. Only the good students are given special projects.
22. Some students refuse to mix with the rest of the class.
23. Personal dissatisfaction with the class is too small to be a problem.
24. The work of the class is frequently interrupted when some students have nothing to do.
25. Students are constantly challenged.
26. Students don't care about the future of the class as a group.
27. Decisions affecting the class tend to be made democratically.
28. Students compete to see who can do the best work.
29. Members of the class are personal friends.
30. The class divides its efforts among several purposes.
31. Students are asked to follow strict rules.
32. The room is bright and comfortable.
33. Certain students in the class are responsible for petty quarrels.
34. Each student knows the goals of the course.
35. The class is controlled by the actions of a few members who are favored.
36. Some groups of students work together regardless of what the rest of the class is doing.
37. The members look forward to coming to class meetings.
38. The class is disorganized.
39. Students in the class tend to find the work hard to do.
40. Members of the class don't care what the class does.
41. Each member of the class has as much influence as any other member.
42. A few of the class members always try to do better than the others.
43. All students know each other very well.
44. The class is working toward many different goals.
45. There is a recognized right and wrong way of going about class activities.
46. There are displays around the room.

47. Certain students are considered uncooperative.
48. The class realizes exactly how much work it is required to do.
49. Students who have past histories of being discipline problems are discriminated against.
50. Certain groups of friends tend to sit together.
51. After the class, the students have a sense of satisfaction.
52. Many class members are confused during class meetings.
53. The subject studied requires a particular aptitude on the part of the students.
54. Students have little concern for the success of the class.
55. What the class does is determined by all the students.
56. Students feel left out unless they compete with their classmates.
57. Each student knows the other members of the class by their first names.
58. Different students vary a great deal regarding which aspects of the class they are interested in.
59. All classroom procedures are well-established.
60. There is enough room for both individual and group work.
61. There is an undercurrent of feeling among students that tends to pull the class apart.
62. Each student in the class has a clear idea of the class goals.
63. Certain students are favored more than the rest.
64. Certain students stick together in small groups.
65. Students are well-satisfied with the work of the class.
66. The methods used in this class are illogical.
67. Many students in the school would have difficulty doing the advanced work of the class.
68. Students have little concern for the daily progress of the class.
69. All students share class responsibilities equally.
70. There is much competition in the class.

Secondary Classroom Learning Environment Inventory Item Analysis

1. Cohesiveness
   1. Members of the class do favors for one another.
   15. A student has the chance to get to know all other students in the class.
   29. Members of the class are personal friends.
   43. All students know each other very well.
   57. Each student knows the other members of the class by their first names.

2. Diversity
   2. The class has students with many different interests.
   16. Class members tend to pursue different kinds of problems.
   30. The class divides its efforts among several purposes.
   44. The class is working toward many different goals.
   58. Different students vary a great deal regarding which aspects of the class they are interested in.

3. Formality
   3. Students who break the rules are penalized.
   17. The class has rules to guide its activities.
   31. Students are asked to follow strict rules.
   45. There is a recognized right and wrong way of going about class activities.
   59. All classroom procedures are well-established.

4. Environment
   4. The books, magazines, and equipment students need or want are easily available to them in the classroom.
   18. The students would be proud to show the classroom to a visitor.
   32. The room is bright and comfortable.
   46. There are displays around the room.
   60. There is enough room for both individual and group work.

5. Friction
   5. Certain students have no respect for other students.
   19. There are tensions among certain groups of students that tend to interfere with class activities.
   33. Certain students in the class are responsible for petty quarrels.
   47. Certain students are considered uncooperative.
   61. There is an undercurrent of feeling among students that tends to pull the class apart.

6. Goal Direction
   6. The class knows exactly what it has to get done.
   20. The objectives of the class are specific.
   34. Each student knows the goals of the course.
   48. The class realizes exactly how much work it is required to do.
   62. Each student in the class has a clear idea of the class goals.

7. Favoritism
   7. The better students' questions are more sympathetically answered than those of the average students.
   21. Only the good students are given special projects.
   35. The class is controlled by the actions of a few members who are favored.
   49. Students who have pas histories of being discipline problems are discriminated against.
   63. Certain students are favored more than the rest.

8. Cliqueness
   8. Certain students work only with their close friends.
   22. Some students refuse to mix with the rest of the class.
   36. Some groups of students work together regardless of what the rest of the class is doing.

50. Certain groups of friends tend to sit together.
64. Certain students stick together in small groups.

9. Satisfaction

9. The students enjoy their class work.
23. Personal dissatisfaction with the class is too small to be a problem.
37. The members look forward to coming to class meetings.
51. After the class, the students have a sense of satisfaction.
65. Students are well-satisfied with the work of the class.

10. Disorganization

10. There are long periods during which the class does nothing.
24. The work of the class is frequently interrupted when some students have nothing to do.
38. The class is disorganized.
52. Many class members are confused during class meetings.
66. The methods used in this class are illogical.

11. Difficulty

11. The work of the class is difficult.
25. Students are constantly challenged.
39. Students in the class tend to find the work hard to do.
53. The subject studied requires a particular aptitude on the part of the students.
67. Many students in the school would have difficulty doing the advanced work of the class.

12. Apathy

12. Failure of the class to meet objectives would mean little to individual members.
26. Students don't care about the future of the class as a group.
40. Members of the class don't care what the class does.
54. Students have little concern for the success of the class.
68. Students have little concern for the daily progress of the class.

13. Democratic

13. Class decisions tend to be made by all the students.
27. Decisions affecting the class tend to be made democratically.
44. Each member of the class has as much influence as any other member.
55. What the class does is determined by all the students.
69. All students share class responsibilities equally.

14. Competitiveness

14. Most students want their work to be better than their friends' work.
28. Students compete to see who can do the best work.
42. A few of the class members always try to do better than the others.
56. Students feel left out unless they compete with their classmates.
70. There is much competition in the class.

Hoyle Learning Climate Inventory, Teacher Form

AUTHOR: John R. Hoyle

SOURCE: Research Department, Oklahoma City Public Schools

PURPOSE: To record teacher perceptions of the administrator's ability to contribute to the affective learning climate.

POPULATION: All certified personnel.

ADMINISTRATION: Individual or group

SCORING: Scoring is done at the Research Department office

NORMS: Norms available on request from the Research Department

INTERPRETATION: As a pre-post measurement, the instrument can be used to indicate the degree of change in teacher perception of administrator performance relative to the affective learning climate.

LEARNING CLIMATE INVENTORY, TEACHER FORM
Developed by: John R. Hoyle
The University of Tulsa

Following are 20 statements that may be used to describe the learning climate in your school. Your task is to describe as accurately as you can your opinions about the learning climate in your classroom and school.

Directions: Read each statement carefully. Draw a circle around the number on the Response Form to indicate your opinion on each statement.

1. You are free to experiment with teaching methods and techniques in your classroom.

Never		Seldom		Occasionally		Often		Always
1		2	3	4	5	6		7

2. You are free to bring supplementary materials (e.g. paperbacks, magazines, newspapers, films, slides, etc.) into your classroom.

Never		Seldom		Occasionally		Often		Always
1		2	3	4	5	6		7

3. You are encouraged to "cover" a specified amount of subject matter during each reporting period or school year.

Never	Seldom		Occasionally		Often	Always
1	2	3	4	5	6	7

4. You feel free to discuss students' learning difficulties with your principal.

Never	Seldom		Occasionally		Often	Always
1	2	3	4	5	6	7

5. You participate in the administrative decisions affecting your classroom teaching.

Never	Seldom		Occasionally		Often	Always
1	2	3	4	5	6	7

6. You are free to discuss controversial issues in your classroom.

Never	Seldom		Occasionally		Often	Always
1	2	3	4	5	6	7

7. You are free to invite resource people to assist you in your classroom.

Never	Seldom		Occasionally		Often	Always
1	2	3	4	5	6	7

8. You are supported in your efforts to employ team teaching or other cooperative teaching plans.

Never	Seldom		Occasionally		Often	Always
1	2	3	4	5	6	7

9. You are free to use your own judgment in evaluating and grading each student.

Never	Seldom		Occasionally		Often	Always
1	2	3	4	5	6	7

10. Your principal encourages you to maintain a strict, quiet classroom.

Never	Seldom		Occasionally		Often	Always
1	2	3	4	5	6	7

11. Your teaching is evaluated by a mutually agreed upon set of objectives.

Never	Seldom		Occasionally		Often	Always
1	2	3	4	5	6	7

12. You are encouraged to permit students to help decide what they will learn in the classroom.

Never	Seldom		Occasionally		Often	Always
1	2	3	4	5	6	7

13. Your principal keeps the teaching staff working together as a team to improve the learning climate.

Never	Seldom		Occasionally		Often	Always
1	2	3	4	5	6	7

14. You feel free to discuss students' learning difficulties with other teachers.

Never	Seldom		Occasionally		Often	Always
1	2	3	4	5	6	7

15. Building in-service programs are planned to help you improve the teaching-learning process in your classroom.

Never	Seldom		Occasionally		Often	Always
1	2	3	4	5	6	7

16. Your creative teaching techniques are highlighted (praised) by your principal.

Never	Seldom		Occasionally		Often	Always
1	2	3	4	5	6	7

17. You are invited to evaluate the performance of your principal.

Never	Seldom		Occasionally		Often	Always
1	2	3	4	5	6	7

18. You invite students to evaluate your teaching.

Never	Seldom		Occasionally		Often	Always
1	2	3	4	5	6	7

19. You invite your colleagues to evaluate your teaching.

Never	Seldom		Occasionally		Often	Always
1	2	3	4	5	6	7

20. Are you satisfied with your teaching situation?

Never	Seldom		Occasionally		Often	Always
1	2	3	4	5	6	7

Hoyle Learning Climate Inventory, Administrator Form

AUTHOR: John R. Hoyle

SOURCE: Research Department, Oklahoma City Public Schools

PURPOSE: A self-report of the administrator's perceptions of his contributions to the affective learning climate.

POPULATION: All functioning administrators and their assistants on all levels K-12.

ADMINISTRATION: Self-administered individually.

SCORING: Scoring is done at the Research Department office.

NORMS: Norms are available on request from the Research Department.

INTERPRETATION: May be used as a pre-post instrument to record changes in the administrator's perception of his contribution to the affective learning climate.

LEARNING CLIMATE INVENTORY, ADMINISTRATOR FORM
Developed by: John R. Hoyle
The University of Tulsa

Following are 20 statements that may be used to describe the learning climate in your school. Your task is to describe as accurately as you can your opinions about the learning climate in your school.

Directions: Read each statement carefully. Following each statement, place the corresponding letter from the key to indicate your opinion on each statement.

Key: A - Never
B - Seldom
C - Occasionally
D - Often
E - Always

As the administrator, you encourage teachers:

1. To experiment with teaching methods and techniques in their classroom.
2. To bring supplementary materials (e.g. paperbacks, magazines, newspapers, films, slides, etc.) into their classroom.
3. To "cover" a specified amount of subject matter during each reporting period or school year.
4. To feel free to discuss students' learning difficulties with their principal.
5. To participate in the administrative decisions affecting their classroom teaching.
6. To discuss controversial issues in their classroom.
7. To invite resource people to assist them in their classroom.
8. To employ team teaching or other cooperative teaching plans.
9. To use their own judgment in evaluating and grading each student.
10. To maintain a strict, quiet classroom.
11. To be evaluated by a mutually agreed upon set of objectives.
12. To permit students to help decide what they will learn in the classroom.
13. To work together as a team to improve the learning climate.
14. To feel free to discuss students' learning difficulties with other teachers.
15. To participate in building in-service programs planned to help improve the teaching-learning process in each classroom.
16. To reinforce creative teaching techniques.
17. To evaluate the performance of their principal.
18. To invite students to evaluate their teaching methods.
19. To invite their colleagues to evaluate their teaching.
20. To relate their satisfaction with their teaching situations to their principal.

Wright Job Satisfaction Inventory

AUTHOR: Gerald D. Wright

SOURCE: Research Department, Oklahoma City Public Schools

PURPOSE: A self-report survey of job satisfaction.

POPULATION: Classroom teachers K-12.

ADMINISTRATION: Self-administered individually or may be administered to groups.

SCORING: Scoring will be done by the Research Department office.

NORMS: Norms available on request from the Research Department.

INTERPRETATION: Used as a pre-post instrument, changes in the classroom teacher's degree of job satisfaction may be indicated.

JOB SATISFACTION INVENTORY
Developed by: Gerald D. Wright
The University of Tulsa

Following are 14 factors of job satisfaction. Your task is to rate as accurately as possible the importance of each factor in determining the degree of job satisfaction in your present position.

Directions: Read each statement carefully. Draw a circle around the number on the Response Form to indicate your opinion of the importance of each factor.

1. Status in the community.

Unimportant	Relatively Unimportant	Moderately Important	Strongly Important	Critically Important
1	2	3	4	5	6	7

2. Working conditions such as the facility, instructional supplies, equipment, etc.

Unimportant	Relatively Unimportant	Moderately Important	Strongly Important	Critically Important
1	2	3	4	5	6	7

3. Enjoyment of working with children.

Unimportant	Relatively Unimportant	Moderately Important	Strongly Important	Critically Important
1	2	3	4	5	6	7

4. Teacher - principal compatibility.

Unimportant	Relatively Unimportant	Moderately Important	Strongly Important	Critically Important
1	2	3	4	5	6	7

5. Salary and other welfare considerations.

Unimportant	Relatively Unimportant	Moderately Important	Strongly Important	Critically Important
1	2	3	4	5	6	7

6. Feeling of achievement.

Unimportant	Relatively Unimportant	Moderately Important	Strongly Important	Critically Important
1	2	3	4	5	6	7

7. Professional respect of peers.

Unimportant	Relatively Unimportant	Moderately Important	Strongly Important	Critically Important
1	2	3	4	5	6	7

8. Opportunity for professional advancement.

Unimportant	Relatively Unimportant	Moderately Important	Strongly Important	Critically Important
1	2	3	4	5	6	7

9. School policy and administration.

Unimportant	Relatively Unimportant	Moderately Important	Strongly Important	Critically Important
1	2	3	4	5	6	7

10. Autonomy or self-control of work.

Unimportant	Relatively Unimportant	Moderately Important	Strongly Important	Critically Important
1	2	3	4	5	6	7

11. Participation in instructional decisions.

Unimportant	Relatively Unimportant	Moderately Important	Strongly Important	Critically Important
1	2	3	4	5	6	7

12. Peer evaluation.

Unimportant	Relatively Unimportant	Moderately Important	Strongly Important	Critically Important
1	2	3	4	5	6	7

13. Opportunity to consult with colleagues.

Unimportant	Relatively Unimportant	Moderately Important	Strongly Important	Critically Important
1	2	3	4	5	6	7

14. Recognition of accomplishments.

Unimportant	Relatively Unimportant	Moderately Important	Strongly Important	Critically Important
1	2	3	4	5	6	7

Affective Environment Inventory

SOURCE: Research Department, Oklahoma City Public Schools

PURPOSE: A self-report designed to record the frequency of specific teaching strategies in a given classroom.

POPULATION: Classroom teachers, K-12.

ADMINISTRATION: Self-administered individually as a pre-post record.

SCORING: Scoring is done the Research Department office.

NORMS: Norms available on request from the Research Department.

INTERPRETATION: Scores of less than 50% in any area indicate a weakness in the affective climate. Scores of over 50% indicate strengths.

Area	Item Number
Self-Concept	3, 5, 6, 7, 8, 14, 15, 17, 18, 19
Awareness of Others	4, 9, 11, 12, 13
Acceptance of Values	2, 7, 10, 14, 20
Student Responsibilities	1, 16

AFFECTIVE ENVIRONMENT INVENTORY
OKLAHOMA CITY PUBLIC SCHOOLS

School _____ Teacher _____ Date _____

Directions: The following questions are to be answered as they apply to certain teaching strategies used in your classroom. How often do you use the following teaching techniques? Place the number of the appropriate response after each statement.

5 = 5 days per week
4 = 4 days per week
3 = 3 days per week
2 = 2 days per week
1 = 1 day per week
0 = not used or not applicable

Teaching Techniques

1. Devise activities which will allow and encourage the student to choose his own courses of action.
2. Provide relevant topics for discussion whereby each student selects and defends a position.
3. Support interaction so that each student may become satisfied with his general perception of who he is.
4. Encourage individual ideas and differences for expression of the child's self to others.
5. Reinforce success activities of students, personally and in front of others.
6. Critique failures and initiate successful follow-up actions.
7. Provide materials emphasizing the positive contributions of different ethnic groups to society.
8. Encourage individual pride; devise activities to emphasize good health and grooming.
9. Provide opportunities for exchange of ideas and interests to help students understand and accept one another.
10. Furnish reinforcement of students' willingness to express their ideas, opinions, and values expressed in class.
11. Encourage discussions of home life, hobbies, goals, etc.
12. Encourage students to assume various roles within group activities and assume roles other than leader.
13. Plan activities that will permit the greatest amount of interaction.
14. Assign tasks which expose students to the contributions of all ethnic groups.
15. Provide latitude for selection of topics, roles, activities, and class presentations which allow each student to gain confidence in front of others and with others.
16. Encourage responsible effort and adjust assignments for individuals to achieve at highest level possible.
17. Recognize and display work completed by students.
18. Point out personal strengths to each student and suggest ways which he might utilize them.
19. Demonstrate an unconditional positive regard whether or not the student is successful academically.
20. Design an instructional program to include the values level of the subject matter.

Value Clarification Questionnaire

AUTHOR: A. R. Wright

SOURCE: Research Department, Oklahoma City Public Schools

PURPOSE: To measure the extent to which one tends to indoctrinate or to clarify values when working with students.

ADMINISTRATION: Self-administered.

SCORING: The subscales and item analysis:
Indoctrination (imposition of values), Items 1, 2, 6, 7, 10, 13, 15, 17, 21
Others (concern and respect for the values of others), Items 3, 4, 8, 9, 11, 14, 16, 19, 20
Clarification (helping to develop own values through free choices) Items 5, 12, 18

Rank your top 9 items from the list of 21 by giving a 9 to the item receiving your highest value, 8 to the next highest, and down to the rank of 1 given to the lowest of the top 9 items. Categorize your items according to the I, C, O subscales, and then add the ranks given to the items selected from each subscale. To check for proper scoring, add the ranks of all nine items; the sum should be 45.

NORMS: None available. Teachers may establish local norms by comparing their scores with those of other teachers in their school.

INTERPRETATION: The sequence for value development seems to be the following:
1. Freely choosing values
2. Considering alternatives to expressed values

3. Considering consequences of values chosen
4. Affirming values with self and others
5. Prizing and cherishing affirmed values
6. Acting upon the values system

Teachers who rate high in C (Clarification) and O (Others) and low in I (Indoctrination) tend to support this developmental sequence..

VALUES EDUCATION QUESTIONNAIRE*

Name_____

From the following list of statements check all teacher behaviors which you feel are important or essential in developing values in students. From those checked, select the nine (9) you feel are most important. Assign 9 points to the most important behavior, 8 points to the next most important, until the nine statements you have selected have been assigned a number. Keep this form for discussion purposes. Transfer the points assigned to the answer sheet.

1.___ Provide students with a good set of values that will serve them until they are old enough to make their own choices.
2.___ Encourage students to adopt the values of their parents and community, to maintain harmony in the family and society.
3.___ Help students identify what is important to them (their values), what they prize and cherish.
4.___ Give students opportunities to explain and discuss their values with their classmates.
5.___ Help students become aware of different value and belief systems.
6.___ Identify persons who are good models (past or present) of preferred values.
7.___ Set an example of the way people ought to behave.
8.___ Encourage students to act, behave, and live in accordance with their own value choices.
9.___ Help students discover and examine available alternatives when they are faced with value decisions.
10.___ Help students recognize those choices that are acceptable and those that are not.
11.___ Support students in their own value decisions, but help them learn to weigh the possible consequences.
12.___ Help students understand the conflict between individuals and groups (i.e., religious and cultural) that can develop from value differences.
13.___ Inspire students by presenting examples of admirable values and their consequences.
14.___ Help students examine their own behaviors, attitudes, and beliefs to calrify their value system.
15.___ Help students make choices by presenting arguments and reasons for certain values and the pitfalls of others.
16.___ Encourage students to make their own choices, and to make them freely.
17.___ Establish rules and standards for the classroom that represent desirable values.
18.___ Help students learn to respect the values of other persons, groups, and cultures.
19.___ Help students learn to deal effectively with their own value conflict.
20.___ Encourage students to examine changing values in society, value conflict, and hypocrisies (saying one thing, doing another).
21.___ Draw on the wisdom of the culture or religion to lend support to proven values.

*Developed by A.R. Wright and J.R. Doxsey of the Interstate Educational Resource Service Center, Salt Lake City, Utah. Taken in part from Values and Teaching, Louis E. Raths, Merrill Harmin, and Sidney B. Simon, Charles E. Merrill Publishing Co., 1966.

Group Roles, Positive and Negative

SOURCE: Research Department, Oklahoma City Public Schools

PURPOSE: This instrument is designed to assess a student't perception of how group members behave in a group process. Both negative and positive group roles are assessed; students rate themselves and others.

POPULATION: Secondary students and adults.

ADMINISTRATION: Small groups of not more than ten members. The instrument is useful to monitor the growth of group process. It is most properly used after students have been introduced to the roles and have been involved in a task-oriented group process.

SCORING: A total score can be computed for each individual from the ratings of group members. A comparison of positive and negative scores is an indication of the roles played by the individual. Students total their own scores.

NORMS: Norms are not available. Scores for positive roles should increase as students learn about group process.

INTERPRETATION: Students should be aware that they will be rated by the group and that the ratings will be shared. Feedback should be positive and immediately available to the students.

DEPARTMENT OF RESEARCH AND STATISTICS
OKLAHOMA CITY PUBLIC SCHOOLS

Positive Group Roles

Introduction: The concept of role means a pattern of behavior which characterizes an individual's place in a group. One's role in different groups has a powerful bearing on the development of the individual as well as the productiveness of the group.

In a small group it is possible to identify characteristic patterns of behavior for each of the members, and to relate these roles to the functioning of the group.

As the group progresses, changes in roles of group members occur. Sociometric questionnaires may be used to learn how each member sees the other members and himself at different stages in the life of the group.

Directions: Rate yourself and the other members of the group on the extent to which each of you performed selected positive group roles. Give the group member a rating of 5 if he performed the particular group role more than the other group members. Give him a 1 if he performed it less than the others. Ratings from 2 (low) to 4 (high) will be given for varying levels of "average" performance.

Role	Group Member (Initials)									
	____	____	____	____	____	____	____	____	____	____
	self									
	1	2	3	4	5	6	7	8	9	10
1. Seeking Information or Opinions: asking for clarification of ideas, suggestions, or values; requesting additional information; looking for an expression of feeling about something from the members.	1	2	3	4	5	6	7	8	9	10
2. Offering Information or Opinions: offering facts, ideas, values; relating one's own experiences to the group.	1	2	3	4	5	6	7	8	9	10
3. Encouraging: being friendly, warm, responsive; praising others and their ideas.	1	2	3	4	5	6	7	8	9	10
4. Initiating Activity: proposing solutions, suggesting new ideas, new definitions of a problem, or a new attack for solving it.	1	2	3	4	5	6	7	8	9	10
5. Listening and Following: being attentive and responsive when others are talking; reflect back individual and group feelings.	1	2	3	4	5	6	7	8	9	10
6. Summarizing or Expressing Group Feeling: pulling together related ideas of suggestions; describing reactions of the group to ideas or solutions by interpreting what the group feeling is sensed to be.	1	2	3	4	5	6	7	8	9	10

Role	Group Member (Initials)
7. Harmonizing: mediating different points of view; dilute negative feelings by changing the context of a discussion; making compromise solutions.	1 2 3 4 5 6 7 8 9 10
8. Evaluating: measuring accomplishments against group goals; examining reality of ideas; reminding group to avoid decisions which conflict with group goals and accepted procedures for functioning.	1 2 3 4 5 6 7 8 9 10

DEPARTMENT OF RESEARCH AND STATISTICS
OKLAHOMA CITY PUBLIC SCHOOLS

Negative Group Roles

Introduction: The concept of role means a pattern of behavior which characterizes an individual's place in a group. One's role in different groups has a powerful bearing on the development of the individual as well as the productiveness of the group.

In a small group it is possible to identify characteristic patterns of behavior for each of the members, and to relate these roles to the functioning of the group.

As the group progresses, changes in roles of group members occur. Sociometric questionnaires may be used to learn how each member sees the other members and himself at different stages in the life of the group.

Directions: Rate yourself and the other members of the group on the extent to which each of you performed selected negative group roles. Give the group member a rating of 5 if he performed the particular group role more than the other group members. Give him a 1 if he performed it less than the others. Ratings from 2(low) to 4 (high) will be given for varying levels of "average" performance.

Role	Group Member (Initials)
	____ ____ ____ ____ ____ ____ ____ ____ ____ ____
	self 1 2 3 4 5 6 7 8 9 10
1. Recognition Seeking: attempting to call attention to oneself by loudness, excessive talking, extreme ideas; working for status by trying to build yourself up before the group; being egotistical.	1 2 3 4 5 6 7 8 9 10
2. Blocking: going off on tangents; arguing too much on a point; citing personal experiences unrelated to the problem; rejecting ideas without due consideration.	1 2 3 4 5 6 7 8 9 10

Role	Group Member (Initials)
3. Withdrawal: being indifferent, including daydreaming, doodling, wandering from the subject, whispering and private conversations.	1 2 3 4 5 6 7 8 9 10
4. Being Negative: criticizing or blaming others; being negative to other's ideas or feelings; calling attention to personalities rather than issues.	1 2 3 4 5 6 7 8 9 10
5. Dominating: trying to control the group by excessive talking, giving the most ideas, reacting to everyone's ideas and opinions, and deflating the ego and status of others; thinks that he must be the leader.	1 2 3 4 5 6 7 8 9 10
6. Hanging-On: always to supporter; little to offer; jumps on band-wagons; avoids debates.	1 2 3 4 5 6 7 8 9 10
7. Horsing Around: clowning, joking, mimicking; the bad influence; distracting the group with foolishness, innuendoes, etc.	1 2 3 4 5 6 7 8 9 10
8. Competing: vying with others to gain favor with the leader and members by playing the most roles; giving the "best" ideas, trying to be one-up on the ideas of others.	1 2 3 4 5 6 7 8 9 10

Majority-Minority Opinionnaire

SOURCE: Research Department, Oklahoma City Public Schools

PURPOSE: To explore student attitudes toward their own heritage and that of others. Many items refer to behaviors that indicate an orientation toward the rights of others. Items are written from both the majority and minority viewpoints.

POPULATION: Secondary students and adults.

ADMINISTRATION: Classroom or small group.

SCORING: Responses are totaled. A high score indicates a positive attitude toward others.

NORMS: None available.

INTERPRETATION: The total score can be used as a general indicator of student attitude. All the scores can be listed without names so that students can see the range of attitudes. The instrument may be used as a stimulus for discussion and planning for improvement.

MAJORITY - MINORITY OPINIONNAIRE
Secondary Teacher/Peer Form

Participant's Name_____

Observer's Name_____

After each of the following items, place the corresponding number from the key that best describes the degree to which the statement fits the participant.

Key: 1 - always
2 - mostly
3 - often
4 - seldom
5 - rarely
6 - never

1. Is flexible and willing to change when needed.
2. Refrains from interruptions while others speak.
3. Supports moves initiated by minority (racial, ethnic, religious) groups.
4. Demonstrates interest in the history and culture of other racial, ethnic, and religious groups.
5. Demonstrates interest in understanding majority point of view.
6. Demonstrates interest in understanding dissenting point of view.
7. Demonstrates a pride in own heritage.
8. Accepts expressions of friendship to individuals who differ culturally and economically.
9. Offers expressions of friendship to individuals who differ culturally and economically.
10. Refrains from "in-group" joking as way of excluding individuals who are different.
11. Supports cultural awareness assemblies and programs.
12. Demonstrates ability to clarify statements and feelings of others.
13. Is accepting, open, and honest.
14. Is willing to disagree openly and directly.
15. Refrains from ridicule and sarcasm.
16. Refrains from abusive language and name-calling.
17. Accepts criticism with a minimum of defensiveness.
18. Refrains from stereotyping.
19. Chooses freely to interact in informal gatherings with individuals differing in religion, race, ethnic origin, and social class.
20. Remains in control of behavior when "put-down."
21. Is aware of one's own degree of prejudice.
22. Strives to insure the right of the minority to be represented in decision making.
23. Attempts to influence the school to meet own needs.
24. Develops positive interpersonal relations.
25. Respect human diversity and personal rights.
26. Is aware of the importance of nonverbal behavior in interpersonal relationships.
27. Does not infringe on the right of others to have a different lifestyle.
28. Recognizes "put-downs" as revealing more about the other person than it does about oneself.

MAJORITY - MINORITY OPINIONNAIRE
Secondary Student Form

Name_____

After each of the following items, place the corresponding number from the key that best describes the degree to which the statement fits yourself.

Key: 1 - always
2 - mostly
3 - often
4 - seldom
5 - rarely
6 - never

1. I am flexible and willing to change when needed.
2. I refrain from interruptions while others speak.
3. I support moves initiated by minority (racial, ethnic, religious) groups.
4. I demonstrate interest in the history culture of the other racial, ethnic, and religious groups.
5. I demonstrate interest in understanding majority point of view.
6. I demonstrate interest in understanding dissenting point of view.
7. I demonstrate a pride in my heritage.

8. I accept expressions of friendship from individuals who differ culturally and economically.
9. I offer expressions of friendship to individuals who differ culturally and economically.
10. I refrain from "in-group" joking as a way of excluding individuals who are different.
11. I support cultural awareness assemblies and programs.
12. I demonstrate an ability to clarify statements and feelings of others.
13. I am accepting, open, and honest.
14. I am willing to disagree openly and directly.
15. I refrain from ridicule and sarcasm.
16. I refrain from abusive language and name-calling.
17. I accept criticism with a minimum of defense.
18. I refrain from stereotyping.
19. I choose freely to interact in informal gatherings with individuals differing in religion, race, ethnic origin, and social class.
20. I remain in control of my behavior when I am "put-down."
21. I am aware of my own degree of prejudice.
22. I strive to insure the right of the minority to be represented in decision making.
23. I attempt to influence the school to meet my needs.
24. I develop positive interpersonal relationships.
25. I respect human diversity and personal rights.
26. I am aware of the importance of nonverbal behavior in interpersonal relationships.
27. I do not infringe on the right of others to have a different lifestyle.
28. I recognize "put-downs" as revealing more about the other person than it does about me.

RESPECT FOR MAJORITY, MINORITY OPINIONS
Elementary Teacher Checklist

Name _____

After each of the following items, place the corresponding number from the key that best describes the degree to which the statement fits yourself.

Key: 1 - always
2 - mostly
3 - often
4 - seldom
5 - rarely
6 - never

1. Is flexible and willing to change when needed.
2. Refrains from interruptions while others speak.
3. Demonstrates interest in the history and culture of other racial, ethnic, and religious groups.
4. Demonstrates interest in understanding majority point of view.
5. Demonstrates interest in understanding dissenting point of view.
6. Demonstrates a pride in own heritage.

7. Accepts expressions of friendship from individuals who differ culturally and economically.
8. Offers expressions of friendship to individuals who differ culturally and economically.
9. Is accepting, open, and honest.
10. Refrains from ridicule and sarcasm.
11. Strives to insure the right of the minority to be represented in decision making.
12. Is aware of one's own degree of prejudice.
13. Accepts lifestyles other than own.
14. Respects human diversity and personal rights.
15. Is aware of the importance of nonverbal behavior in interpersonal relationships.
16. Does not infringe on the right of others to have a different lifestyle.

Classroom Behavior Inventory

SOURCE: Research Department, Oklahoma City Public Schools.

PURPOSE: This instrument is used by the teacher to rate an individual student's behavior in the classroom as it relates to normal classroom activities. The student is rated on his demonstration of responsibility related to such factors as completing assignments, listening and following directions, working independently, using class time profitably, and self-control.

SCORING: A score of 80 is possible by adding the 20 item scores of 4 points each. No subscale scores are used. Only item seven is reversed; the rating scale for that item is also reversed so that scoring is not affected.

NORMS: Less Deviant, More Positive Behavior
Mean: 62.44
S.D.: 13.45

More Deviant, Less Positive Behavior
Mean: 49.07
S.D.: 12.90

Test-Retest Reliability over one semester:
Elementary Students: $r_{tt} = 0.722^{**}$
Secondary Students: $r_{tt} = 0.813^{**}$
**Significant at .01 level of confidence

ADMINISTRATION: The test was normed for regular classroom groups of 25-35; the teacher must complete each scale individually. It was recommended that the teachers purposefully observed the student at least 3 days prior to completing the instruments.

CODE _____
SCORE _____

CLASSROOM BEHAVIOR INVENTORY
(Confidential)

Student's Name _____ Grade _____

Teacher's Name _____ Subject _____

Following each item, place the corresponding number from the key which best describes the student's behavior.

KEY: 1 - Rarely
2 - Sometimes
3 - Often
4 - Very frequently

1. Listens to and follows the teacher's instructions.
2. Shows respect for the property of others.
3. Works cooperatively with others in classroom activities.
4. Reacts favorably to the teacher's authority.
5. Comes to class with required materials.
6. Attends class with enough regularity to keep up with the required work.
7. Attempts to make teaching difficult by deliberately creating problems unnecessarily.
8. Comes to class with his assignments completed satisfactorily.
9. Utilizes his mental capabilities to the fullest extent in classwork.
10. Demonstrates a willingness to share his ideas, time, material, etc. with others.
11. Controls his frustrations.
12. Comes to class on time.
13. Respects the rights of others in the group.
14. Demonstrates a positive attitude toward the subject matter.
15. Obeys classroom rules and regulations.
16. Works independently.
17. Follows as well as leads in group activities.
18. Is polite to the teacher.
19. Assumes his share of classroom responsibilities.
20. Utilizes his study time satisfactorily.

CHAPTER VII

RESOURCES FOR AFFECTIVE EDUCATION

BOOKS

In-Service

Dorn, Robert C., Murdoch, Peter, and Scarborough, Alton, T., MANUAL FOR SELF-DEVELOPMENT WORKSHOPS. Center for Creative Leadership. n.d.

Detailed instructions for four days of experimental exercises focusing in on self-development and self-change.

Gordon, Thomas Dr., T.E.T. TEACHER EFFECTIVENESS TRAINING. Peter H. Wyden, 1974.

Putting quality into the student-teacher relationship has been the aim of a six-year program, Teacher Effectiveness Training, developed by California psychologist Thomas Gordon. The 30-hour course, an outgrowth of a similar training program for parents, has been used extensively with teachers throughout the country and is now available in book form, T.E.T. Its theme is that successful teaching, no matter what subject, at what level, or with whatever type of child, depends on "establishing a particular kind of relationship with students." Gordon's methods train adults to put responsibility on students for modifying their behavior, and theory is put into practice for the reader through the numerous examples of behavior modification techniques. The book is a guide to the unique language of Teacher Effectiveness Training - e.g., "active listening," "I-message," and "value collision." A final chapter summarizes the parent training program.

Hall, Brian, VALUES CLARIFICATION AS LEARNING PROCESS. Paulist/Newman, 1974.

Book 1: Sourcebook. Examines values, and how people use or misuse them in ther personal lives. Helps people reflect and discover their own methods of thinking and forming opinions. Aids them in exploring life and discovering new meaning for themselves.

Book 2: Guidebook. A basic manual of projects and exercises to help participants examine and clarify their values. Included are definitions of values and value indicators, value techniques, classroom techniques and designs for conferences of values clarification.

Book 3: Handbook for Christian Educators. A guide to the effective use of values clarification in religious education settings. Examines the priority of values, the theological bases of the methodology with applications for parish renewal, liturgy and prayer life.

Mitchell, Donald and Stout, Anthony, HANDBOOK OF STAFF DEVELOPMENT AND HUMAN RELATIONS TRAINING. NTL Institute for Applied Behavioral Sciences, 1967.

This is a classic guide to exercises in the field of human relations training. Especially good for cross-cultural training, which includes training white teachers to teach in black schools.

NTL Institute for Applied Behavioral Sciences, TEN EXERCISES FOR TRAINERS, NTL, 1969.

The exercises in this packet are especially prepared for the new teacher or trainer who is in the process of building his repertoire of designs. The exercises include: Clear and unclear goals, ability to follow directions, penness and trust, volunteering, tinker toys, and who am I?

Method and Techniques

Burgess, L., FRAGMENTS. Educational Development. n.d.

149 exercises comprise this package of activity cards for sensory awareness, expression, and creativity. The activities were developed and used at the Murray Road School in Newton, Massachusetts for high school students.

Carkhuff, Robert R., THE ART OF HELPING - AN INTRODUCTION TO LIFE SKILLS. American Personnel and Guidance Association, 1973.

Paperback book describing the effective ingredients common to all helping relationships. It instructs the reader in the kinds of skills which he needs to help those who matter to him. Skill instruction in attending, responding, initiating, and communicating.

Castillo, Gloria A., LEFT-HANDED TEACHING. Praeger, 1974.

Gloria Castillo describes a model that allows systematically and predictably for the development of the whole child--his affective as well as his cognitive dimensions--taking account of his readiness-awareness level as well as of his own responsibilities for cognitive and effective development.

Epstein, Charlotte, INTERGROUP RELATIONS FOR THE CLASSROOM. Houghton, 1968.

This book provides a guide to teachers who must encounter problems of human relations in their classrooms, whatever the social, racial, or religious composition of the class members. Techniques and approaches are suggested with identification of intergroup problems and possible solutions.

Flynn, Elizabeth and LaFaso, John, GROUP DISCUSSION AS LEARNING PROCESS. Paulist/Newman, 1972.

Book 1: Sourcebook. An excellent text for group discussion leadership. Provides practical assistance and management tips for anyone who conducts group discussions. Offers suggestions for possible problems that can develop within the group: communication, lack of participation, conflicts, drifting from the subject, etc. Provides group organizational suggestions. A must for conscientious group leaders. Grades 11-12, College, Graduate School, and Adults.

Book 2: Guidebook. Provides examples of applying ideas and techniques explored in the above sourcebook. Offers exercises that help students function effectively and productively as group members. Encourages appropriate formulation and use of questions in the learning process. Grades 11-12, College, Graduate School, and Adults.

Gazda, George M., HUMAN RELATIONS DEVELOPMENT - A MANUAL FOR EDUCATORS. Allyn and Bacon, 1973.

A comprehensive, authoritative guide that shows how to improve one's human relations functioning and how to lead training sessions for others in the field. Behavioral objectives pinpoint learning goals throughout the book. Training exercises and rating scales help an individual both practice and measure his performance. Field-tested by over 1000 pre-service and in-service educators.

Gelatt, H.B., Varenhorst, Barbara, Carey, Richard, and Miller, Gordon, DECISIONS AND OUTCOMES. College Entrance Examination Board, 1973.

A sourcebook of theory and exercises in the decision-making process for older students and adults who are faced with career, educational or personal decisions. The guide discusses decision-making principles, values clarification strategies, activities for achievement motivation, the deciding self, and applying decision-making skills. High school and adult levels.

Ginott, Hain, TEACHER AND CHILD. Macmillan, 1972.

This is an examination of the teacher-child relationship, focusing on persistent areas of conflict. Suggestions for the behavior of the teacher are sympathy, flexibility, sensitivity, a willingness to recognize feelings and judge the situation. The author demonstrates in numerous examples alternate ways of dealing with common difficulties, favoring a language of acceptance over rejection.

Gorman, Aldred H., TEACHERS AND LEARNERS: THE INTERACTIVE PROCESS IN EDUCATION. Allyn and Bacon, 1969.

This is one of the best books for classroom teachers in the field of human communication in the classroom. It contains a minimum of theory with the emphasis being placed on application.

Gunther, Bernard, SENSE RELAXATION BELOW YOUR MIND. Macmillan, 1968.

A beautiful book with accompanying pictures of each exercise, Gunther details exercises which help a person to wake up his senses. Many of these exercises are useful at the beginning of a class to help wake students up!

Harmin, Merril, Kirschenbaum, Howard, and Simon, Sidney B., CLARIFYING VALUES THROUGH SUBJECT MATTER: APPLICATIONS FOR THE CLASSROOM. Harper, 1973.

Emphasizes the need for the values level of teaching, in addition to the facts level and the concepts level. Examples from twenty different subject areas. Helps the teacher emphasize the very areas that make learning rewarding, and are too often missed; the areas involving personal goals and values.

Harris, Frank, GAMES. Eastern Cooperative Recreation School, 1966.

This book contains many very useful classroom games for establishing rapport, breaking the ice, and building a sense of fun into the classroom environment.

Hawley, Robert C., Simon, Sidney B., and Britton, D.D., COMPOSITION FOR PERSONAL GROWTH: VALUES CLARIFICATION THROUGH WRITING. Hart, 1973.

Another "winner" for the classroom teacher! Encourages value clarification through personal writing. By using clever and absorbing exercises, the students are stimulated to exchange ideas through their own creative writings. These writings give the student an insight into his own feelings as well as sharing ideas with others in the group. The book includes many excellent strategies, specific suggestions and techniques. Provides many unusual stimuli to inspire creative composition both written and oral. Good for English classes, but adaptable for all other subjects.

Hills, Christopher and Stone, Robert B., CONDUCT YOUR OWN AWARENESS SESSIONS. New American Library, Inc., 1970.

Contains step-by-step instructions for 80 basic psychological, sensory, extra-sensory, and metaphysical games.

Hollister, Bernard C. and Thompson, Deane C., GROKKING THE FUTURE. Pflaum/Standard, 1973.

A novel approach to areas on social concern. An extensive bibliography of applicable science fiction and other provocative literature is given at the end of each chapter to provide the basis for the discussion suggestions. The use of science fiction helps move students into more creative thinking about the future and their responsibility in that future.

Hutchinson, Helene, MIXED BAG. Scott Foresman, 1970.

Designed to elicit emotional responses from students, this book includes photographs, paintings, cartoons, song lyrics, poems, short stories, etc., on the themes of family, violence, death, race, and religion. Useful in conjunction with a confluent approach to humanistic education.

Jongeward, Dorothy and James, Muriel, WINNING WITH PEOPLE - GROUP EXERCISES IN TRANSACTIONAL ANALYSIS. Addison-Wesley Publishing Company, 1973.

A workbook of group exercises in transaction analysis. It is designed as a group-oriented training tool for rapid learning of T.A. principles.

Lederman, Janet, ANGER AND THE ROCKING CHAIR: GESTALT AWARENESS WITH CHILDREN. McGraw-Hill, 1969.

This book is a dramatic, visual account of Gestalt methods with so-called "difficult" or "disturbed" children in elementary school. Rather than supressing students' rebellion and anger, Miss Lederman helps her pupils transform these powerful impulses into constructive attitudes and behavior.

Lewis, Howard R., Streitfield, Harold S., GROWTH GAMES: HOW TO TUNE IN TO YOURSELF, YOUR FAMILY, YOUR FRIENDS. Harcourt, 1971.

This new book gives instructions for over 200 great games, with explanations of the theories behind them and anecdotes about what happens to people who play them.

Lippitt, Ronald, Fox, Robert, and Schaible, Lucille, SOCIAL SCIENCE LABORATORY UNITS. Science Research Associates, n.d.

An intermediate-grade social studies curriculum providing a modified laboratory approach to learning. The classroom becomes a laboratory for guided inquiries into the causes and effects of human behavior. The seven units are "Learning To Use Social Studies," "Discovering Differences," "Friendly Behavior," "Being and Becoming," "Individuals in Groups," "Deciding and Doing," and "Influencing Each Other."

Lyon, Harold C., LEARNING TO FEEL - FEELING TO LEARN. Charles Merrill, 1971.

This is a disjointed but comprehensive survey of the people, places, and ideas in the field of affective education. The sections on "Humanistic Education Techniques" and "Applying Humanistics to Classroom Situations" are particularly valuable. This is the next step after reading this guide.

NTL Institute Publication, TEN INTERACTION EXERCISES FOR THE CLASSROOM. National Training Laboratories, n.d.

The second in NTL Institute's series training exercise packets (the first was "Ten Exercises for Trainers") adapts to exercise format a selection of "Interaction Briefs," a continuing feature of Today's Education, the journal of the National Education Association. "Interaction Briefs" are designed to bring human interaction exercises material to the teacher at the elementary and secondary level. The ten exercises in the packet are: Learning About Behavior Style, An Experiment in Communications, Stop Action, Role Playing, The Fishbowl Design for Discussion, Diagnosing a Classroom Problem, Accent on Listening, and Lost on the Moon--A Decision-Making Problem.

Pfeiffer, J. William and Jones, John E., A HANDBOOK OF STRUCTURED EXPERIENCES FOR HUMAN RELATIONS TRAINING. Iowa Associates, 1971.

Structured experiences for human relations training. No restriction on reproduction of material in book. 4 volumes.

Randolph, Norma and Howe William, SELF-ENHANCING EDUCATION: A PROGRAM TO MOTIVATE LEARNERS. Sanford Press, n.d.

This book describes a program which teachers may use to help their students grow in self-esteem through practical and effective processes. The critical focus of the program is not only on what a child can do, but on what he will try to do when freed of self-doubt.

Raths, Louis E., Harmin, Merrill, and Simon, Sidney B., VALUES AND TEACHING: WORKING WITH VALUES IN THE CLASSROOM. Merrill, 1966.

This book outlines a theory of values and a classroom methodology for the clarification of values. It contains many practical classroom activities that teachers can employ to help students clarify their values.

Saunders, Robert J., TEACHING THROUGH ART. American Book Co., 1971.

Multi-purpose approach to looking at reproductions of works of art. The guide contains a section on developing affective value judgments and suggestions for activities and guidelines for asking divergent and congruent questions.

Schrank, Jeffrey, MEDIA IN VALUE EDUCATION: A CRITICAL GUIDE. Argus Communications, 1970.

A good reference volume for teachers doing work in humanistic education, with a particular emphasis on value clarification. The book provides a comprehensive summary of close to one hundred films which could be used in value education along with suggested questions for discussion. The emphasis on discussion and the failure to present other possible activities weakens the book's practical value and the section on records is likely to be dated rather rapidly. Still, the book is useful in helping the teacher decide which films to order.

Simon, Sidney B., ed., MEETING YOURSELF HALFWAY. Argus Communications, 1974.

Thirty-eight articles on values clarification in education, values in religious education, and values in the family. Howard Kirschenbaum writes on "Beyond Values Clarification." Authors include Sidney B. Simon, Lawrence Kohlberg, Milton Rokeach, and others.

Simon, Sidney B. and Clark, Jay, MORE VALUES CLARIFICATION: STRATEGIES FOR THE CLASSROOM. Hart, 1974.

An entirely new book. Builds on the many useful strategies and concepts which have become so well-known through Dr. Simon's earlier books, values clarification and values and teaching. Especially helpful for teachers working with teenagers and young adults.

Simon, Sidney B., Howe, Leland W., and Kirschenbaum, Howard, VALUES CLARIFICATION: A HANDBOOK OF PRACTICAL STRATEGIES FOR TEACHERS AND STUDENTS. Hart, 1972.

One of our most popular books! Designed to engage students and teachers in the examination of values. Contains 79 strategy situations, complete with procedures and teacher's guide. Involves students in practical experiences to make them examine their own feelings, ideas,and beliefs, to relate values to their own decisions.

A companion to values and teaching, this is highly recommended for teachers.

Stanford, Gene and Stanford, Barbara, LEARNING DISCUSSION SKILLS THROUGH GAMES. Citation Press, 1969.

Drawing ideas from the encounter group movement, group dynamics, and their own experiences in the classroom, the authors suggest a sequence of activities to help students get acquainted, organize their group for affective action, overcome reluctance to participate, listen in depth to other members, draw others out rather than argue, and arrive at a consensus.

Stevens, John O., AWARENESS: EXPLORING, EXPERIMENTING, EXPERIENCING. Real People Press, 1971.

Ways to explore, expand, and deepen awareness. Much of the book consists of experiments to focus awareness in certain directions to see what can be discovered.

Torrance, Paul E., ENCOURAGING CREATIVITY IN THE CLASSROOM. Brown, 1971.

Three books in a new series entitled "Issues and Innovations in Education." All provide excellent introductions to the specific subjects and are likely to be particularly useful for teachers who are beginning to introduce humanistic education into their classrooms and for administrators who want to introduce humanistic processes to their staffs.

Theory

Alschuler, Alfred, ed., NEW DIRECTIONS IN PSYCHOLOGICAL EDUCATION. Educational Opportunities Forum, 1969.

An excellent collection of articles dealing with varied approaches to humanistic education in the schools. Among the topics covered are: achievement motivation, process courses, value clarification, sensitivity training, strength training for teachers, and creativity training. The volume is scheduled to be published by Educational Ventures, Inc., Middletown, Connecticut, for broader distribution.

Bessell, Harold and Palomares, Uvaldo, THE HUMAN DEVELOPMENT PROGRAM. Human Development Training Institute, 1972.

This program is designed to facilitate learning in the affective domain, thereby improving motivation and achievement in all areas of education. The strategy is to employ cumulative, sequential activities on a daily basis as outlined in the lesson guides. The vehicle is the "magic circle,"a communications system which incorporates group dynamics techniques for children in a structured learning environment.

Borton, Terry, REACH, TOUCH, AND TEACH. McGraw-Hill, 1970.

A readable, provocative, and informative introduction to process education for student concerns. Borton believes that major emphasis should be placed on helping children to understand the process of change, to give students more practice in using it, and "to instill confidence in the students that he can go about the business of changing himself in his own time and as he sees fit." The book explores the theoretical basis for Borton's work, presents numerous examples of its application in Philadelphia, and discusses a number of related projects in other parts of the country.

Brown, George, HUMAN TEACHING FOR HUMAN LEARNING: AN INTRODUCTION TO CONFLUENT EDUCATION. Viking Press, 1971.

George Brown has been working in affective education with both the University of California at Santa Barbara and Esalen Institute as part of a Ford Foundation project. This book contains a statement of the purposes of the project, extensive examples of affective techniques and their classroom applications, and a series of personal commentaries by teachers involved in the project. The sections on techniques and their applications are filled with practical ideas for teachers who wish to experiment and a chapter by Aaron Hillman on "One Day in a High School" is particularly moving.

Cummings, Susan N. and Carney, John J., COMMUNICATION FOR EDUCATION. Intext Educational Publishers, 1971.

This book provides skills for increased competence in interpersonal communication and views this competence as closely related to human growth and development. It combines content from general semantics, psychology, group work, and education to provide a comprehensive method for teaching communication skills.

Fagan, Joen and Sheperd, Lee, GESTALT THERAPY NOW. Science and Behavior Books, 1970.

This is a very useful collection of articles reporting new developments in the theory, techniques, and applications of Gestalt Therapy. Of special interest to educators are "Anger in the Rocking Chair: Education of Emotionally Disturbed Children" by Janet Lederman, "A Child With A Stomachache: Fusing Psychoanalytic and Gestalt Techniques" by Ruth C. Cohn, and "Staff Training for a Day Care Center" by Katherine Ennis and Sandra Mitchell.

Fantini, Mario and Weinstein, Gerald, MAKING URBAN SCHOOLS WORK. Holt, Rinehart, and Winston, 1968.

This small book, often overlooked, is probably one of the most important published in the field of education in recent years. Although the ideas are based on the author's work in urban schools, they are applicable to schools in almost all environments. Fantini and Weinstein see "loss of identity," "disconnectedness," and "powerlessness" as major problems of our society and suggest that the total school system be changed to help deal with these problems. Their solution is a three-tiered school. The first tier deals with traditional subject matter, the second with student talents and interests, and the third with student concerns related to the three problem areas. The authors expand the notion of third tier and discuss its implications for curriculum, scheduling, staffing, and

teacher training. The present curriculum work in the Center for Humanistic Education at the University of Massachusetts is designed to develop and implement tier-three curriculum.

Fox, Robert, etal., DIAGNOSING CLASSROOM LEARNING ENVIRONMENTS. Science Research Associates, 1966.

Deals with the issues of identifying problems in the classroom life, selecting or developing appropriate diagnostic tools to analyze these problems, using diagnostic data and behavioral science resources to develop a plan for improving the learning atmosphere in the classroom life, and evaluating the changes.

Holt, John, WHAT DO I DO MONDAY? Dutton, 1970.

In this book Holt combines his theories of education --the idea of learning as a growth process, a moving and expanding of the child into the world around him, a belief that we learn best when we feel the wholeness and the openness of the world around us, and our own freedom and power and competence in it--with practical, easy-to-use ideas and exercises in reading, writing, amd mathematics.

Jones, Richard M., FANTASY AND FEELING IN EDUCATION. University Press, 1968.

One of the few books in humanistic education written from the viewpoint of a Freudian-oriented psychoanalyst. Jones begins with a perceptive critique of EDC's curriculum "Man: A Course of Study," focusing on its failure to deal with students' emotions. (Ex. - A teacher shows a film which graphically depicts the killing of a seal but seemingly fails to even recognize the emotions this arouses in the children.) From here he goes on to bring out the limitations of Jerome Bruner's work, the importance of fantasy and creative thinking in education, explores the implications of Erick Erickson's theories, and makes specific recommendations for new approaches to affective education. Tough to read at times, but it is worth the effort.

Jourard, Sidney, THE TRANSPARENT SELF. Van Nostrand, 1964.

Sidney Jourard, one of the leading existential psychologists, has focused his attention on self-disclosure as both a major cause and effect of healthy human beings. Jourard discusses at length the differences between normal and healthy human beings and explores the ways in which self-disclosure can lead to greater health. Curriculum being developed in humanistic education places a major emphasis on helping children to be able to disclose more readily to others, and this book is a good starting point for examining the theory behind the process.

Kirschenbaum, Howard A., Simon, Sidney, and Napier, Rodney W., WAD-JA-GET? THE GRADING GAME IN AMERICAN EDUCATION. Hart, 1971.

If schools are to emphasize the psychological development of children and are to place a major emphasis on feelings,creativity, communications, etc., the issue of grades becomes a vital one. The authors of this book present their case against grades in the form of a fictional account of one teacher and one class who decide to challenge the system. As narrative fiction, the book leaves something to be desired, but as a practical and readable guidebook for bringing about change in the present grading system it should be extremely useful.

Nyberg, David, TOUGH AND TENDER LEARNING. National Press Books, 1971.

Ideas of humanistic psychology are joined with educational theory in this eloquent examination of the need for teachers and students to acknowledge and respect personal aspects of learning.

Powell, John Rev., WHY AM I AFRAID TO LOVE? Argus Communications, 1967.

There is capacity and a yearning to love within all of us that we are often afraid to release. We want to give ourselves to others, but fear our gift will not be accepted. This book for teenagers deals with these issues in a useful way.

Powell, John Rev., WHY AM I AFRAID TO TELL YOU WHO I AM? Argus Communications, 1969.

Written for the teenager, this book contains insights on self-awareness, growth, and communication. Discusses the human condition, growing as a person, interpersonal relationships, dealing with emotions and the psychological roles and games we play in order to avoid "telling you who I am."

Purkey, William W., SELF CONCEPT AND SCHOOL ACHEIVEMENT. Prentice-Hall, 1970.

Explores the growing emphasis on the student's subjective and personal evaluation of himself as a dominant influence on his success or failure in school. It explains how the self-concept develops in social-interaction and what happens to it in school. It also suggests ways for the teacher to reinforce positive and realistic self concepts in students.

Rogers, Carl, FREEDOM TO LEARN. Merrill, 1969.

This is an excellent book which explains in considerable detail how and why classrooms should be organized to free students to learn. Rogers clearly points the directions of education in the years to come.

Schmuck, Richard A. and Miles, Matthew B., ORGANIZATION DEVELOPMENT IN SCHOOLS. National Press Books, 1972.

This book brings together all the available empirical work on sustained efforts to improve schools by developing their abilities to act as self-renewing networks of people.

Smiley, Marjorie B., GATEWAY ENGLISH. Macmillan, 1974.

A junior high and high school literature and language arts program developed in Hunter College Project English. The books are concerned with many significant human themes as are shown by the titles

in the series: Who Am I, Coping, A Family Is a Way of Feeling, Striving, Two Roads to Greatness (Abraham Lincoln and Frederick Douglas), Creatures in Verse, and A Western Sampler.

Sutich, Anthony and Vich, Miles, READINGS IN HUMANISTIC PSYCHOLOGY. The Free Press, 1969.

Both of the books provide a good overview of the field of humanistic psychology, through a selection of essays by leading psychologists-Rollo May, Abraham Maslow, Carl Rogers, and Sidney Jourard.

Synetics, Inc., MAKING IT STRANGE. Harper and Row, 1974.

A four-book series with a teacher's manual designed to teach children to be more creative. The books also lend themselves well to an exploration of the inner life out of which creativity springs.

Weinstein, Gerald and Fantini, Mario D., TOWARD HUMANISTIC EDUCATION: A CURRICULUM OF AFFECT. Praeger Publishers, 1970.

This Ford Foundation Report provides an instructional model for developing a curriculum which would redress the gross imbalance between cognitive and effective content. It provides assistance to teachers in developing, using, and evaluating a curriculum based on students' concerns.

NON-PRINT

COME TO YOUR SENSES. Scholastic Book Services, 1970.

A series of four filmstrips and a teaching guide that are designed to increase student awareness of themselves, others, and the world around them. This is primarily designed to direct students toward writing more sensitively and effectively. Could be used successfully with a confluent approach to humanistic education.

EFFECTIVE COMMUNICATION. Argus Communications, 1971.

A four-tape series with spirit masters for students' materials. The tapes cover listening, identifying and expressing feelings, brainstorming, nonverbal communication, and feedback mechanism. Two reels - five spirit masters. Contents: Art of Listening, Awareness of Feelings, Speech Mannerisms and Body Talk, and Attacking and Defending.

GUESS WHO'S IN A GROUP. Guidance Associates, 1970.

First Things Series for primary years. The focus provided by both the filmstrips and the activities helps children find out about themselves as individuals and about the many kinds of groups they belong to - age, sex, family, interest, as well as racial, ethnic, and religious ones.

MAKING SENSE OF OUR LIVES. Argus Communications, 1974.

This is a multi-media program designed to help young people identify, clarify,and express their values. Each unit consists of eight themes coordinated with eight 14" x 21" full color posters and accompanying spirit masters. The teacher's manual for each unit situates possible learning sequences and discussion dynamics for each theme.

THAT'S NO FAIR! Guidance Associates, 1972.

From the series First Things for primary years. These sound filmstrips are designed to help children develop their ability to reason more adequately about moral problems. Each unit focuses on a moral topic of importance to primary grade children.

WHO DO YOU THINK YOU ARE? Guidance Associates, 1970.

First Things Series for primary years. These sound filmstrips suggest ways to conduct social science laboratory activities in the classroom. These experiences assist in a child learning that acceptance of oneself is a prerequisite for acceptance of others.

HUMAN RESOURCE AGENCIES

American Personnel and Guidance Association
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American Psychological Association
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